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ABSTRACT

A strategy was developed to improve the administration of an Open Entry/Open Exit and Self-Paced Individualized Instruction (OE/OE and SPII) program in community colleges in Oregon. The variables affecting an innovative program are identified and discussed based on the author's practical experience, and a series of alternative ideas for decision making are presented. The research provides theory for the establishment of an OE/OE and SPII program, points out areas that need resolution prior to establishing a program, points up problems to be expected, and provides ideas for implementation of an OE/OE and SPII program. The following areas are discussed in detail, with related supplementary materials provided: administrator and instructor role, utilization of learning packages, facilities, scheduling, registration, motivational problems, recordkeeping, program evaluation, feedback, and decision making. A third party evaluation is appended to the report. (NJ)

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IMPROVING INSTRUCTION IN INNOVATIVE AREAS
THROUGH
IMPROVED ADMINISTRATIVE PROCEDURES

FINAL REPORT

Exemplary Research
Project No. E-S-1-75
Grant No. 40070

by

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for

State Department of Education

Community Colleges and Career Education

State of Oregon

VT102678

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ABSTRACT

TITLE: Improving Instruction in Innovative Areas Through Improved Administrative Procedures

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STAFF SERVED: Faculty and administration of Open Entry/Open Exit and Self-Paced Individualized Instruction programs

PROBLEM: School administrations frequently adopt procedures for implementing educational change and innovation, yet often overlook the necessity of continuously pressing forward with these same innovations in administrative procedures. An example of such innovation is the open entry/open exit and self-pacing training programs.

Effective continuing support by school administration is absolutely essential for the successful continuance of such programs, yet such innovative support is seldom forthcoming because of the current accepted pattern of administrative organization in Oregon's community colleges. There are virtually no development models to follow, therefore, program innovations worthy of introduction into school systems should be supported by the best possible administration to optimize classroom resources for innovation.

OBJECTIVES: The development of administrative policy, strategy or tactics for school administration together with appropriate implementation procedures which would encourage the development, refinement, and continuance of existing innovative instructional programs with particular reference to the open entry/open exit approaches to individualized instruction will be noted. Specifically the following areas are contained within the study.

A. Changes that will occur in the role of administration and instructor with Self-Paced Individualized Instruction (SPII).
B. Administrative instruction on how to utilize learning packages.
C. Indication of changes required in facilities.
D. Registration options for SPII.
E. Scheduling methods for SPII.
F. Identifiable motivational problems encountered by administrators.
G. Methodology for advance student placement.
H. Methods of record keeping for SPII.
I. Guidelines for duplication of materials.
J. Administrative guidelines for program evaluation.
K. Communication feedback for monitoring the need for changes.
L. Identification of criteria used in decision making.

PREFACE

Ever since I entered education administration, I have had the uneasy feeling that the system was geared to academic gobbledegook. Management techniques were to be mouthed only if cornered. I take this opportunity to put into writing what I believe to be the realities of supervising and administering an Open Entry/Open Exit and Self-Paced Individualized Instruction (OE/OE and SPII) program. I have had the urge but not the time to put into writing what I believe to be the realities of competent and effective administration and supervision - to spell out those techniques that work to help the student and instructor and those liable to backfire; where the administrator fits into the organization, and where the doors are closed; how far he can go, and when his freedom is limited. Admittedly, over the last seven years my viewpoint has mellowed somewhat.

Problems of administration of new and innovative programs constantly change. They demand new techniques and new tools to achieve management goals. The administrator no longer fits the traditional stereo types - "bull of the woods," "messenger boy" or "fall guy." The system that was designed in '48 cannot and will not accept the present day input.

And while new techniques of administration of innovative programs are good, they aren't always as good as the old. Consequently what follows is here for its own sake, not because of its age. Answers to questions, therefore, are in main based upon my own experience with the success or failure of management principles when judged against the harsh measure of practice.

Then, too, management is an imperfect art, but it also can be fun and extremely rewarding for the self-esteem. Few things measure up to the exhilaration and joy of a decision well made or the satisfaction of rescuing a floundering innovative program. Leadership in administration combines the pleasure of a well played bridge hand, a backhand smash in badminton, and the raw courage of the classroom teacher who will do it in spite of you.

This study attempts to collect and identify in one place all the variables that affect an innovative program. It takes the preconceived ideas and breaks them down and puts the results in a series of alternative ideas for decision making. The study is based upon three fundamental premises:

a. learning by doing

b. individualized learning

c. lifelong learning These three trends will characterize tomorrow's educational managers.

INTRODUCTION

This research was done by a department chairman (an individual who is the first line supervisor, translates policy into operational guidance, and establishes department policy and tactics) for department chairmen at community colleges.

It assumes that the college wishes to establish an Open Entry/Open Exit Program using Self-Paced Individualized Instruction (OE/OE and SPII) or at best the college has a token OE/OE and SPII that they are dissatisfied with. As such, this research will:

a. Provide theory for the establishment of an OE/OE and SPII program.

b. Point out areas that need resolution prior to initiating a program or assist in correcting recently established programs.

c. Point up problems that can be expected in an OE/OE and SPII program.

d. Reflect the opinions and prejudices of the author based upon four years of struggle in establishing an OE/OE and SPII program.

e. Incorporate the work of the State Department of Education with instructional staff performed in 1973 and updated in 1974.

f. Provide in annexes to each section some ideas the author is aware of that will assist in implementing a program.

g. Suggest strategy of implementation.

The research will not:

a. Provide you with finite implementing instructions.

b. Establish administrative organizational criteria for your college since each college reflects the community constituency, Board philosophy, and administrative policy established by the college president.

c. Provide strategy since strategy is based upon the situation analysis of your college and constituency.

d. Provide the tactics of implementation.

The examples used in the annexes are the ones I am most aware of and are not inclusive of the best in Oregon community colleges. The examples used in the annex appear to satisfy the requirements and are in many instances a bandaid approach to a regular system. The research was not intended to be a scholarly approach but research written in plain language for practicing educational managers. The research leaves much to be accomplished in finite implementation procedures, but compiles as much information as possible with the money granted.

INNOVATION - WHAT DOES IT MEAN

The need to innovate is mentioned--indeed emphasized--in every Open Entry/Open Exit and Self-Paced Individualized Instruction (CE/OE and SPII) on management. But beyond mention, as a rule, they pay little attention to what management and organization need to be and need to do to stimulate, to direct, and to control effective innovation techniques. Every management stresses the need to innovate. But few, in the large as well as the small colleges, organize innovation as a distinct and major task. To be sure, "research" has become fashionable. Sums of money are being spent on it. (Such as this study.) But in many colleges the outcome has been improvement rather than innovation. This is particularly true of the public-service institutions.

Innovation is not a technical term. It is an economic and social term. Its criterion is not science or technology, but a change in the economic or social environment, a change in the behavior of people as consumers or producers, as citizens, as students or as teachers. Innovation creates new wealth or new potential of action rather than new knowledge. This means that the bulk of innovative efforts will have to come from the places that control the manpower and the money needed for development.

Today's educational institutions are massive, and dominate the social, political, and economic landscape. They represent existing bureaucracies, existing concentrations of expertise, existing assignments, and on-going programs. Unless these become innovative, the new we need has little chance of becoming effective innovation. It is likely to be smothered by muscle-bound giants of big government; also big universities, big colleges and many others. An organization's ability to innovate is a function of its management rather than size, type of public institution, or age of organization. Innovative organizations have several things in common. They are:

a. Innovating organizations know what "innovation" means.

b. Innovative organizations understand the dynamics of innovation.

c. They have innovative strategy and tactics.

d. They know that innovation requires objectives, goals, and measurements that are different from the objectives, goals, and measurements of a managerial organization, and appropriate to the dynamics of innovation.

e. Management, especially executive management, plays a different role and has a different attitude in an innovative organization.

f. The innovative organization is structured differently and set up differently from the traditional managerial organization.

g. They have the knowledge that innovation is not science or technology, but value. Knowledge that is not something that takes place within an organization but a change outside.

We know innovative opportunity is the exploitation of the consequences of events that have already happened, but the events have not yet had their economic impacts. And then, most important, but least certain, are changes in awareness, changes in vision, and changes in people's expectations.

Like all educational strategies, an innovative strategy starts out with the question, "WHAT IS OUR EDUCATIONAL PHILOSOPHY AND WHAT SHOULD IT BE?" The ruling assumption of an innovative educational strategy is that whatever exists is aging. The assumption must be that existing methodology, administrative practices, markets, and faculty outlooks will sooner or later--and usually sooner--become outmoded. Innovating organizations spend neither time nor resources on defending yesterday. Systematic abandonment of yesterday, alone, can free the resources, and especially the scarcest resource of them all, a capable staff, for work on the new.

In a strategy of innovation it is clear that recognition of innovative efforts must aim high. It is just as difficult, as a rule, to make a minor modification to an existing program as it is to innovate a new one. Innovative strategy aims at creating new performance capacity rather than improvement, alone. It aims at creating new concepts of what is value rather than satisfying existing value expectations a little better. "Success" in innovating efforts is a "batting average" of one out of ten. An innovation does not proceed in a nice, linear progression. For a good, long time, sometimes for years, there is only effort and no results. The first results are then usually meager. Indeed, the first efforts are rarely what the student or staff member will eventually like.

Innovation strategy requires different measurements of full-time equivalent students and instructor loads. Also, different use of budgets and budgetary controls from those appropriate to the usual instructional way, and different uses of classroom facilities and storage. To impose on innovating efforts the measurements, and especially the accounting conventions that fit educational budgets, is misdirection. It cripples the innovative effort. It also fails to give true control. Finally, it may become a threat when the innovation becomes successful. For then it needs controls that are appropriate to rapid growth, that is, controls which show what efforts and investments are needed to exploit success and prevent over extension of the educational resources.

A separate measurement system for innovative effort makes it possible to appraise the three factors that determine innovative strategy: the ultimate opportunity, the risk of failure, and the effort and expenditure needed. Otherwise, efforts will be continued, or will even be stepped up where the opportunity is quite limited, while the risk of non-success is being great.

Innovative strategy requires a high degree of discipline on the part of the innovators. They have to operate without the crutch of the conventional budget and accounting measures which feed back quite rapidly and reasonably reliable information from current results to efforts. The temptation is to keep on pouring people and money into innovative efforts without any results. It is therefore important in managing innovation to think through what one realistically can expect, and when. Inevitably, these expectations are changed by events. But unless there are intermediate results, specific progress in the form of "educational fallouts" to actual operation along the way, the innovation is not being properly managed.

A strategy for innovation has to be based on clear acceptance of the risk of failure--and of the perhaps more dangerous risk of "near-success."

It is as important to decide when to abandon an innovative effort, as it is to know which one to start. In fact, it may be more important. A successful administrator knows when to abandon a procedure that does not yield the expected results. A fair number of innovative efforts may end up in near-success rather than in clear-success or failure. A near-success can be more dangerous than failure.

It is particularly important in managing innovation to think through and to write what you expect. And then, once the innovation has become reality, you compare what your expectations were to reality. If reality is significantly below expectations, one does not pour in more staff or money. Rather you ask, "When and how do I get out of this?"

Resistance to change, by administrators and teachers alike, has for many years been considered a central problem of management. Countless books and articles have been written on the subject. Countless seminars, discussions, and courses have been devoted to it. Yet it is questionable that much progress has been made in resolving the problem.

It is incapable of being resolved as long as we talk of "resistance to change." Not that there is no such resistance, or that it is not a major obstacle. But to focus on resistance to change is to mis-define the problems. The right way to define the problem so as to make it capable of resolution is as a challenge to create, build, and maintain the innovative organization, the organization for which change is a norm rather than exception, and opportunity rather than threat. Innovation is, therefore, both attitude and practices.

This concept is caricatured in that well-known jingle composed many years ago by a senior Unilever executive.

Along this tree
From root to crown
Ideas flow up
And vetoes down.

In the innovative organization, the first and most important job of the administrator is the opposite: it is to convert impractical, half-baked, and wild ideas into concrete innovative reality. In the innovative educational organization, top administrators see it as their job to listen to ideas and to take them seriously. Deans, in the innovative organization, know that new ideas are always "impractical." They also know that it takes a great many silly ideas to spawn one viable one, and that in the early stages there is no way of telling the silly idea from the stroke of genius. Both look equally impossible or equally brilliant.

The innovative organization requires a learning atmosphere throughout its entire structure. It creates and maintains continuous learning. No one is allowed to consider himself "finished" at any time. Learning is a continuing process for all members of the organization.

Experience in public-service institutions also indicates that innovative efforts are best organized separately and outside of existing managerial organization.

The greater innovative capacity of the community college as compared to that of the universities has often been remarked upon. The main reason is clearly not that community college academicians are less resistant to change. It is the relative ease with which the community college can set up a new department, a new faculty, or even an entirely new program, to do new things. The university, by contrast, tends to be compelled by law and tradition to set up a new activity within an already existing department or faculty. This not only creates immediately a "war of the ancients against the moderns" in which the new is fought as a threat by the established disciplines.

The traditional functions organize work from where we are today to where we are going. THE INNOVATIVE FUNCTION ORGANIZES WORK FROM WHERE WE WANT TO BE, BACK TO WHAT WE NOW HAVE TO DO IN ORDER TO GET THERE.

The innovative organization, the organization that resists stagnation rather than change, is a major challenge to public education administration. That such organizations are possible, we can assert with confidence, there are enough to point to as examples. But how to make such organizations general, how to make them productive for society, the economy, and the individual, alike, is still largely an unsolved task. There is every indication that the period ahead will be an innovative one, one of rapid change in technology, society, economy, and educational institutions.

CHANGES THAT WILL OCCUR IN THE ROLE OF ADMINISTRATOR AND INSTRUCTOR WITH SELF-PACED INDIVIDUALIZED INSTRUCTION

GENERAL PHILOSOPHY

Open Entry/Open Exit and Self-Paced Individualized Instruction (OE/OE and SPII) is a curriculum tailored to accommodate individual needs of a growing diverse student population at the community college level. It draws from the best of the traditional system; adds a new dimension in the form of differentiated staffing to augment and support current classroom instruction; and integrates department programs to provide a more relevant and up-to-date curriculum to the new consumers of education.

Traditionally, if a student fails, you assume there is something wrong with the student. In OE/OE and SPII, there is no such thing as failure, and pure learning occurs. There is no failure because a student simply tries again and again until he masters the concept. True learning occurs because the student does not progress until he understands.

The OE/OE and SPII program is entirely student centered. The classroom, the curriculum, the teaching staff, the system are geared to accommodate the learner.

Since today's world is a dynamic world, in no single field has recent technological and sociological change placed so great a demand upon the educational or training facility. This change has brought about a need for short, variable-credit, specialized courses to accommodate the adult learner who wants to upgrade his skills; or the part-time learner who wants a short refresher course; or the traditional student who wants to work at his own pace. The current women's movement produces the need for a curriculum directed to move women from a classified status to the management level.

As society has required more in terms of keeping pace with modern trends, lack of tax-based support has tightened the availability of monetary support to carry it off. Cost-effectiveness is a key word. Putting together a higher quality program to serve more needs on a tighter budget is of major concern. Open Entry/Open Exit and Self-Paced Individualized Instruction is that program.

Whether anyone likes to admit it or not, the key to establishing an OE/OE and SPII program is the department chairman. A viable program cannot be established by either the staff or administration without their whole-hearted support. Because of his position he can stop the proposed program from going up the administrative channel or down the administrative channel. As such, the chairman is in a unique position.

The design criteria for an OE/OE and SPII program should indicate to the department chairman the following:

a. Where do you want to be in the end when you have achieved your objective? This is the starting point from which you work back to where you are.

b. The anticipated "sunk costs" and variable costs as they relate to a cost effectiveness ratio for years 1, 2, 3, etc. This is translated into cost per student (variable and fixed).

c. The demographic and vocational projections as they relate to college and department enrollment projections.

Once your cost feasibility study is completed and it appears to be economically feasible to investigate further, an implementation check list should be developed. Mr. Fred C. Manasse has developed such a check list and it is attached as Appendix A-2.

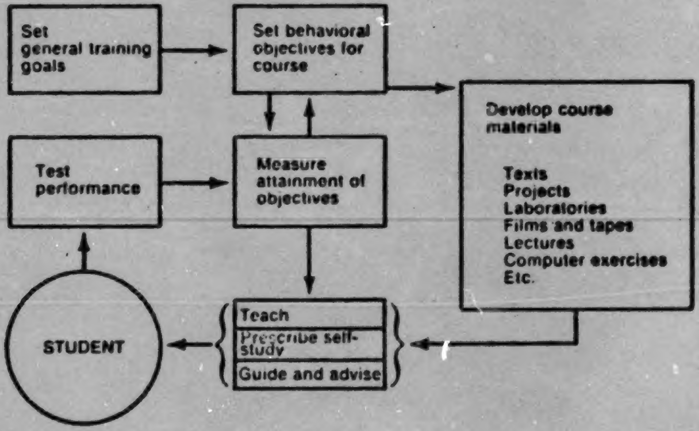
One of the first problems you will have to face is visualization of what form individualized instruction will take. Your visualization will generally be considerably different from those of the instructional staff because your constraints are different from theirs. You deal in space, dollars, schedules and materials while staff concerns are learning objectives and student outcomes.

The only successful orientation to an Open Entry/Open Exit and Self-Paced Individualized Instruction is to tour an institution that has an on-going program. Visualization then becomes quite clear. Even better, enroll in an on-going class if your college has one. Talking with the administrators and staff will point up what is and is not feasible; what start-up problems are; and what mistakes you are likely to make. See how each subject area functions. Talk with the student as they are the users. Bring a check list, if you are serious, as to:

a. development of materials
b. student acceptance
c. material availability
d. student evaluation
e. student calendar
f. credit awards
g. strategy and tactics

MANAGEMENT BY OBJECTIVES IN EDUCATION

Some people see the careful analysis of tasks and objectives as the most promising avenue for increasing the effectiveness and control of the costs of education. School principals, college presidents, and educational publishers are beginning, more and more, to use charts like this one to describe the "modern approach" they are taking.


Set general training goals
Set behavioral objectives for course
Develop course materials
Texts
Projects
Laboratories
Films and tapes
Lectures
Computer exercises
Etc.
Test performance
Measure attainment of objectives
Teach
Prescribe self-study
Guide and advise
STUDENT

While most people applaud the effort to be clear about setting objectives, and careful in designing and assigning lesson materials, critics smell a rebirth of some of the worst aspects of Taylorism. The real question is, will the students who experience this new approach be any happier than Schmidt, the pig-iron handler?

Colleges, like teachers, usually have a clearer picture of their tasks (what they do) than of their goals (what they want).

In colleges, tasks used to be (and some still are) the primary determinant of college structure, the kind of technology the colleges used, and the way it handled people. However today, with new kinds of teachers, more flexible technology, and a more rapidly changing world, tasks have become less fixed and less permanent college student anchors.

This more dynamic relationship tends to open things up for teachers in colleges to provide new challenges. But the benefits do not extend to all teachers all the time, because: (1) teachers, themselves, tend to convert challenging new tasks to dull, routine ones, and (2) colleges tend to differentiate their people, feeding some of them a diet of only routine, fixed tasks,and leaving the new and challenging tasks to others.

College goals, longer-term targets, are harder to specify than more pressing immediate tasks. Most college goals are operationally vague. Moreover, they are usually organizationally multiple, that is, often different; conflicting subgoals exist in different parts of the college, i.e., regular and adult education classes.

The college is not a free agent. Even if it sets clear goals, obstacles in the outside world won't always let it move directly toward them. In fact, goals are partly determined by constraints; by the do-not-enter signs that surround the college.

Finally, however, even given the conflicting subgroups and the constrained alternatives, there remains a critical, though sometimes small, area of imagination and vision in instructional methodology. The amount of imagination and vision shown by department and college leaders separates the effective departments from the others.

Colleges have begun to give new emphasis to the selection of goals. They are seeking ways to assure imaginative proposals and thoughtful resolution of conflicting points of view. One method a college used in goal setting was to set up a special planning group whose only job was to worry about where to go and how to get there. Another widely used method for shorter-range goal setting is called "management by objective," which demands that every unit of the organization specify targets in coordination with other units. The first method assures that some very good people will work on setting objectives, but it runs the risk that their proposals will be ignored by people outside the planning group. The second method is more likely to yield consensus than innovative vision.

Teachers can more quickly innovate than the administrator, and the system can accept such changes. This is the unresolved problem that will deter your Open Entry/Open Exit and Self-Paced Individualized Instruction introduction. Once you realize this, as well as the college, you will be well on your way to the resolution of how to start an Open Entry/Open Exit and Self-Paced Individualized Instruction program.

Change is slow to come by, but once there is a taste of success by the students and administrator, success will feed upon itself like a nuclear chain reaction. You will progress from being a poor relation to that of the shining light of the college.

A-7

PROGRAM DEVELOPMENT CONSTRAI

• INSTRUCTOR RELATED •

Identification:	Analysis:	Alternati

RAM DEVELOPMENT CONSTRAINTS

• INSTRUCTOR RELATED •

	Analysis:	Alternatives:

PROGRAM DEVELOPMENT CONSTRAI

• INSTRUCTOR RELATED •

Identification:

Fixed Constraints
(Examples)

1. Facilities
2. Student load
3. Student abilities
4. Media production
5. Registration

Analysis:

1. List conditions.
2. Discuss with peers.
3. Meet with administration, supervisors, and consultants and establish the scope of the constraint.
4. Validate constraint as irreducible.

Alternat

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5. Establi
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6. Develop
   making

RAM DEVELOPMENT CONSTRAINTS

• INSTRUCTOR RELATED •

Analysis:

1. List conditions.
2. Discuss with peers.
3. Meet with administration, supervisors, and consultants and establish the scope of the constraint.
4. Validate constraint as irreducible.

Alternatives:

1. Tour other schools involved with the constraint.
2. Develop a long range plan to deal with constraint.
3. Discuss the possibilities of additional personnel (aides, paraprofessionals).
4. Implement reusable media.
5. Establish on-going statewide workshops to develop workable systems.
6. Develop decision making skills.

PROGRAM DEVELOPMENT CONSTRAI

• INSTRUCTOR RELATED •

Identification:

Reducible Constraints
(Examples)

1. Resistance to change; peer--supervisor--administrator
2. Registration
3. Funding
4. Motivation (student)
   (instructor)
5. Management system not compatible
6. Inadequate evaluation data
7. Time

Analysis:

1. List conditions.
2. Discuss with peers.
3. Meet with administration, supervisors, and consultants and establish scope of constraint.
4. Validate constraint as reducible.

Alternati

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3. Provide
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4. Improve
   career a
   programs
   reward s
5. Provide
   assistan
6. Provide
   assistan

AM DEVELOPMENT CONSTRAINTS

• INSTRUCTOR RELATED •

	Analysis:	Alternatives:
	1. List conditions.	1. Awareness workshops a. Tours b. Bring in consultants c. Define responsibilities d. e. f.
tible	2. Discuss with peers.	2. Incorporate segments of those systems already utilizing innovative registration methods.
	3. Meet with administration, supervisors, and consultants and establish scope of constraint.	3. Provide professional assistants. Grant workshops.
	4. Validate constraint as reducible.	4. Improve present career awareness programs and campus reward systems.
		5. Provide professional assistants.
		6. Provide professional assistants.

ADMINISTRATIVE GUIDELINES

It is always best, when the concept is proposed, to first have a critical look at what has been picked up over the years that has worked; things you do not try, and some things you do. It is hard enough developing a new program of Open Entry/Open Exit and Self-Paced Individualized Instruction (OE/OE and SPII) with its many problems without making the same dumb mistakes over and over again. When you travel around and see what is being done from one college to another, from one department to another, and you see the same dumb mistakes made over and over again, you ask the people, "Why are you doing this? You know it did not work there and it did not work here, and yet you are doing the same thing." Their reply is, "Well, we are doing it differently! We have a little talent they did not have there. No problem." Well, you will fail, too.

Some of the things that have been learned in OE/OE and SPPI follow: One of the things you always capitalize on is that, whatever you are doing and whatever you start, you start off bright-eyed and bushy-tailed, and in not too long you have got a few scars to show for your efforts. Number one, it is crucial that whenever you get involved in academic redesign you have realistic goals. One of the problems found in the state colleges is that they set up programs that are completely unrealistic. They are unrealistic in scope; they are unrealistic in the amount of resources; and are particularly unrealistic in the amount of time required.

This is an example: So often the staff wants to do things, and they make statements as to when they are going to be finished.

I could point to some projects where department chairmen and presidents say, "All right, by this date we will have such and such..." when there is no way in the world those goals are going to be met. So it's crucial when a new OE/OE and SPII is being set up, or when something is getting underway, that everybody involved be realistic as to what they can anticipate. It is so important, because if you fail and you do not do what you claim you are going to do, you have lost your image on that campus. So it is important when you do set out that not only the people who are working on the project: other faculty members, other department chairmen, but also the people you report to, have an understanding of what realistically they can expect. At Lane Community College I was told by the staff not to expect anything good for a year and a half. We were lucky, the staff pulled some things off more quickly; but it is crucial that, whatever goals you set out for, are goals you can reach. You go where the priorities are, and where you can have impact. Your dollars are scarce, your human resources are scarce, and if you want change, you go at the areas where change can be effective. Very few dollars can have a lot of impact if they are used well. Always select program projects with care. You do not approve projects that on day #1 have a 90% chance of failure. If you do not have a high quality and highly motivated faculty team, forget the concept NOW! Do not trap yourself in administrative override. Overnight, staff and colleges have moved into projects where they did not have the right faculty mesh, and they failed fantastically. You have to make sure that the chance for success is there. Learn from mistakes.

One of the problems we have nationally is that people are sort of reticent to say, "This is what I did wrong." This is unfortunate. Often you read a piece of material, and when you go to visit the college staff, you find out that every thing you read was fiction. You have to be honest in admitting what is working and you have to take time to find what has not worked and why it has not. Why are certain campuses having problems in their academic redesign efforts? Why is it working somewhere else? What are the variables? So often we look at the "why" in isolation. First you have to look at the literature, then you have to visit, and then you participate. One of the things that is really stupid is when staff start talking about programs that they have never visited. Whether they are being positive or negative, it is crucial that they have really to explore the programs they are defending or tearing apart.

You know what is happening elsewhere. Do not re-invent the wheel. If you can find something already done that you can use, use it. It will save money, it will save you time, and you can quite often get something superb for very little effort. However, be thoroughly familiar with the materials, otherwise they may be useless. You will have enough to do in the design of new materials without designing another thing over and over again. A classic case is the independent learning sequences on media equipment operation. There are series all over the country and the first thing media staff do is design another series. there is one that over 5,000 teachers have thumbed through. It works, it is available, so why do it again? A perfect case is the normal curve. Every campus where there are overhead transparencies available, production are facilities available. You should know it; your staff should know it; and you should get these things in for preview before you move on to develop your own materials.

You must keep a low profile particularly during the first days. A perfect case of non-low profile is that of Florida Atlantic University. Before they opened their doors they were on national programs talking about "This is where tomorrow begins." In effect, it was education for tomorrow and they publicized it and had brochures out, and yet not one student had been taught. The mistakes are: A program was designed for which there was no societal need. Most of the first faculty were unfamiliar with the concept. They designed a campus in the middle of nowhere and forgot to build dormitories or furnish a transportation system. As a result the first year they had four to five hundred students when they expected three thousand. They were a monumental failure. Although they have improved tremendously, they are still trying to outlive that first image of failure. It is important that you do not blow your horn until you have got something to publicize. However, make sure you do not over-advertise. One of the things you can do very easily is see a lot of people and tell them all the educational opportunites you can provide. Then everyone is going to believe you. However, when students come in and nothing happens, then you are going to lose friends and antagonize the constituency.

You should define a procedure and follow it. An average procedure that is followed is far better than trying to make it better all the time, and then having no defined procedure at all. You should have a sequence you are going to use and that staff are familiar with. Everybody involved should understand it and follow it. It may not be linear (mine is not). Mine sort of cycles through. But everybody who is involved knows how they relate to it and what is going on, and where. It is a superb communication device. I call it Business Department Administrative Procedures (short title, BAP). Appendix A-3 following this part illustrates the format and subject matter covered by Office of Instruction Administrative Procedures (OIAP) and Business Department Administrative Procedures (BAP). These procedures are established instead of a memorandum or policy file so staff and faculty have one current source file. Department administrative procedures supplement and complement, but do have precedence over the next higher chain of command. It may be well to consider your open entry/open exit staff as an institute and have them function as shown in BAP 4-5 of Appendix A-3.

You begin at the beginning. You test every assumption, but it is not "paralysis by analysis." Do not take it for granted that things have to be the way they are at the college or that a program has to be what it is now. Design for the ideal, the round wheel, because if you do not you are only putting a band-aid on an old out-of-date system or concept.

You have to be sensitive to the human problem; to the importance of those people who are there in the classroom. You have to be very sensitive to the problems that faculty have when they are involved in academic re-design. It is tremendously difficult and takes a lot of self-motivation on the part of faculty members to work in this area. De-motivating lessons are: 1) Every assumption they make that is wrong; every blemish that they have, is not only going to be pinpointed, but is going to be pointed out to them in glowing terms. It is shocking to find out that all these things they thought about themselves and their course simply are not true. When this study is finished I will tell the dean, "Do me a favor, do not involve me again. And if you do involve me, remember that almost every assumption I made about the concept was wrong, every bit of advice I gave you was the wrong advice. My thinking is completely changed." 2) The other people in the department want to throw stones. You know they will say, "Hey, I tried it, it did not work." So all the other faculty members will point out, "Hey, you're really stupid." These are the same faculty members who will not let you in their own classrooms. You have to protect the faculty member from this. You have to be very sensitive to their problem. There is a lot of hand holding here, there is a lot of guiding, a lot of care being taken so it is not a disastrous experience for the faculty member to be innovative.

It is the same thing with students. They are guinea pigs in these programs. You have to report back to them and tell them what is working and what is not working, why it is or is not working and what you learned from their comments. One of the things that happens again and again on experimental programs is the overwork of the students. Many of the students are not ready for independent study. You have to build in the structure for independent study and gradually get them ready for it. You have to be sensitive to this problem. The best method is to integrate only a quarter or a semester at a time.

You have to have a realistic reward system for faculty. They are going to get scars along the way. Copyright policy is a key issue. You will have to find ways to support their travel, promotion, and getting more dollars in their salary. If staff members break their backs and get no reward, there is never going to be another faculty member walk in that door and say, "Hey, I have got a great idea." Why should the staff work with the department when they can do it on their own and publish it. The college must make a financial contribution to make the materials public domain, otherwise the response is, "I can get it out, I can get a name, and I can get royalty. Working with you may help the students here, but it is not going to help me very much." So in effect you have to change the reward system at the college. You must involve policy makers. You cannot initiate new schedule formats or new types of programs without the people in those areas knowing what is going on. Your curriculum committee, too, has to know what is going on. Your dean has to know what is going on. Your president and planning coordinator has to know what is going on. If you get their support early so they feel they are part of the project, it is going to create so many fewer problems for you, and greatly facilitate where you are going.

Never keep it secret. The best way to have "no" said to you is bring a surprise to a committee or bring a surprise to an administrator. One of the things you try to do quite often is contact everybody before they have the decision making meeting so you have already answered their questions.

You must build in evaluation with reliable and valid data that is secured early. Set a date for decision making. So often again around the colleges and through the state you find projects that have been funded for two years and have just two weeks to run, yet without an evaluation procedure stipulated. You have to have evaluation; you have to build it in. You have to take care with logistics, and this is crucial for librarians, printshops and departments. When you have many students involved in independent study moving in many directions at different times, you have to make sure everything is where it has to be at the right time in the right place. It is crucial that you make sure you have the right number of rooms, schedule, etc. The right number of pencils for pad and paper tests; everything, because again this is something that faculty really at times miss completely; but it is crucial, because you have to be prepared. The logistic support systems have to be ready to provide the needed support. You should inform the library, the printshop and the registrar early; and anybody who is providing support for a program should be involved early enough so they can start generating support systems you are going to use. You have to inform the records and admissions office, records and registrar's office, attend development meetings, and urge that they move college-wide on setting up the support systems. You have to tell them, "This is going to happen." Then that person goes back and starts working in that office to give you the systems you are going to need next year. But that interface has to be there and be there early.

APPENDIX A-1

STRATEGY AND TACTICAL DECISIONS

The most common fault with OE/OE and SPII programs is that each of these plans seek new organizational devices for adjusting the student to the instructional offerings of the college but never looked for ways of adjusting the instructional offering of the college to the student.

Before you begin a program of OE/OE and SPII you must realize and accept that:

1/ the OE/OE and SPII programs must be developed to deal with student differences, not group similarities.

2/ the individualized instruction program is at least a department and college program. Most homegrown educational innovations are underplanned and oversold, and eventually die from an acute attack of administrative jitters, cowardice, and inability to accept innovation.

3/ the teachers must want and accept a basic recasting of their role in the instructional process. This is necessary for development of effective and durable programs for individualized instruction. In such a program, increasing responsibility and accountability for learning must be placed on the teachers and materials used by them. It is clearly impossible for a teacher, even the most dedicated teacher, to satisfy all the individual learning requirements of all the students in all learning areas of the college curriculum. You will have to demand much more in teaching effectiveness from the teachers and instructional materials in use. The teachers will be required to become increasingly proficient in all the course content and in recognizing and supporting the learner's expanding capacity to become an independent learner. Teaching, in this concept, is physically exhausting.

4/ systematic development of individualized instructional programs must relate both the course and student goals.

5/ a carefully developed and continuous in-service program for introducing new teachers to individualization of instruction must be an integral part of the department and college program. Too often colleges undertake pervasive educational changes without developing procedures for the preservation and refinement of these innovations. The colleges cannot assume that the staff which plans the innovation will implement and operate it.

6/ detailed evaluation procedures should be formulated concurrently with program development. Too often the intense desire to put an educational idea into practice is so overpowering that little or no attention is given to developing procedures for evaluating the efficiency of the innovation introduced. Programs worthy of introduction into colleges should also be worthy of the best possible evaluation available; not an unsystematic, uninterpretable collection of teacher and administrator opinions about the presumed merits of the program. This requires ongoing and pervasive evaluation of all aspects of the innovation.

APPENDIX A - 2

CHECK SHEET FOR PROGRAM ESTABLISHMENT (Fred C. Manasse)

A. Develop Course Content Guide

1. Document existing curriculum, content, objectives, methods, media, etc. for each instructor.
2. Review and compare for outstanding practice, redundance, relevance.
3. Structure course content into modular units. Use standardized size and coding to ease interchangeability.
4. Adapt or develop performance objectives for each unit of course.
5. Discuss and develop preliminary learning strategy, method, media, staffing pattern, environment, etc.
6. Compile and distribute Course Content Guide.
7. Validate and analyze subject matter and learning tasks periodically.

B. Search for existing practices

1. Identify and contact sources with documented, applicable, existing practices.
2. Select and order materials.
3. Review and evaluate materials.
4. Select, adapt and obtain necessary approvals.
5. Revise course content guide if necessary.

C. Develop or adapt individualized learning materials

1. Develop and select an appropriate mix of modes of learning. For instance:

   Large group presentations
   Small group discussions
   Independent Study
   Field Projects
   Laboratory experiences
   Games
   Panel Discussions

2. Develop and select an appropriate mix of media of learning. For instance:

   Printed texts
   Flip-pack color prints
   Illustrated texts
   Audio cassettes
   Color slides
   Film strips or loops

These are some of the basic media. Great care should be taken not to use expensive or esoteric media when simple ones are almost as good. An important factor to consider is mobility of equipment.

3. Review and analyze subject matter and learning tasks from the point of view of the learner in terms of difficulty, importance, sequence and retention. Provide for sound learning, practice, periodic recall and periodic review of key concepts, rules or skills. Use elements of programmed instruction techniques in difficult cases.

4. Orchestration and Humanization
   Ensure highly interesting and stimulating learning experiences.
   Search for ideas of "Great Teachers" which reach students emotionally.
   Provide humor.
   Practical examples.
   Decorations, music.
   Attractive, realistic environment.
   A variety of devices which "turn students on."
   Provide conceptual links to contemporary problems and the human condition.
   Alert students to their social responsibility.
   Explore impact of subject matter on the quality of life.
   Provide options in learning styles for different types of students.

5. Design Tests
   a) Define prerequisite behaviors
   b) Design pretests
   c) Design self-tests including review tests if applicable
   d) Design post-tests

6. Design learning activities, include quest and enrichment activities for students who are able to benefit from them.

D. Produce learning material

1. Course content guide
   a) Course outline
   b) Performance objectives
   c) General and introductory statements

2. Student handouts
   a) Study guide (general or individually prescribed)
   b) Background information material, references, glossary
   c) Project instructions
   d) Worksheets
   e) Inventory sheets (Tests)
   f) Students response and course evaluation form

3. Instructor's guide
   a) Instructional considerations
   b) Implementation guidelines
   c) Exerices a) How to prepare materials
      b) Answers to exercises
   d) Equipment and materials lists

E. Develop and implement staffing patterns

1. Analyze instructional roles
   a) Tutorial-proctor, advisor, guide, friend
   b) Diagnostic
   c) Subject matter specialist
   d) Materials aide and equipment operator
   e) Supervisory and managerial
   f) Presenter of material
   g) Clerical and administrative

2. Determine total team size
   15-20 FTE students per full-time equivalent team member is one rule of thumb.

3. Determine team composition. This should be a good mix of:
   a) Team leader or department head
   b) Fully certified instructors
   c) Assistants-tutors, interns, resource persons
   d) Aides-students, student-teachers, clerical-administrative

4. Explore means of cooperation
   Could personnel be shared between departments or institutions?
   Could the whole course be offered at a larger institution?

F. Determine learning environment and schedule

1. Consider open school concepts; various environments for learning:

   classroom
   laboratory-workshop
   library-learning center (interdisciplinary)
   field experiences-on the job training
   multi-location choices

2. Design positive learning environment
   Create learning inspiring forms, spaces and furniture
   Decorations, reinforcing maps, tables, etc.
   Avoid carrels with confining partitions or colors
   Insist on high visibility of all learning spaces

3. Select equipment and supplies
   Consider sharing of equipment and supplies
   Avoid expensive equipment, insist on simplicity, durability, mobility, ease of maintenance and operation
   Strictly limit number of types and sizes of equipment
   Create conditions for good utilization

4. Flexible schedules
   Create open lab or shop situations, permitting students to study extended periods of time daily and at night
   Avoid definite time periods as requirements for courses
   Create open entry and exit for all courses
   Year round operation of schools
   Work towards making education a lifelong activity

G. Field testing and implementation of individualized instruction

1. Develop and implement orientation sessions for members of instructional team, define roles and participation in planning, operation and evaluation.

2. Provide for student orientation sessions and material.

3. Make gradual transition from lockstep instruction to individually paced instruction. A student who is used to being supervised daily will not always be able to work independently for weeks or months, so increase independence gradually.

4. Prepare facilities and equipment.

5. Establish managerial systems and controls to keep track of student progress, materials and equipment.

6. Implement individualization gradually, a manageable member of students at one time.

7. Pretest students and prescribe course of study individually.

8. Evaluate results and review student and faculty responses and keep material flexible so that tests and learning materials can be revised and improved almost continuously.

APPENDIX A-3

GUIDES FOR ADMINISTRATIVE PROCEDURES

EXAMPLE

Business Department
Lane Community College

BAP 0-0
1 September 72

FORMAT FOR BUSINESS DEPARTMENT ADMINISTRATIVE PROCEDURES (BAP)

Purpose: Brief statement as to why the BAP is needed.

1. Reference: Cite any policy number, memorandum, etc.
2. Responsibilities: Indicate whom the BAP is applicable too.
3. General: Statement of the problem.
4. Procedure: How to do it
   - a. xxxxxxxxxx
   - b. xxxxxxxxxx
     - 1. xxxxxxxxxx
       - a. xxxxxxxxxx
       - b. xxxxxxxxxx
     - 2. xxxxxxxxxx
       - a. xxxxxxxxxx
       - b. xxxxxxxxxx
   - c. xxxxxxxxxx
     - 1. xxxxxxxxx
     - 2. xxxxxxxxxx
   - d. xxxxxxxxxx
   - e. xxxxxxxxxx

Supersedes BAP 0-0 dated xxxxxx
OPR: Person responsible for the BAP
Effective: How long
Distribution: Who receives copies

Business Department
Lane Community College

BAP 0-2
1 September 72

BUSINESS DEPARTMENT ADMINISTRATIVE PROCEDURES

Purpose: To establish in a single source document current administrative procedures for the business department to be called BAP's.

1. Reference: Current memorandums from various offices of Lane Community College.

2. Responsibilities: All staff

3. General: Memorandums are currently issued by all offices of the College that require adherence to certain administrative practices. There is no single source of reference except the memory bank of the individual. As a result a great deal of time is wasted searching for background information and many procedures are overlooked.

4. Procedure:

   a. Any staff member may submit a procedure to the rest of the staff for approval, utilizing the standard format. Acceptance by the majority of the staff constitutes approval. The department chairman will issue the BAP which will then govern the department's administrative procedure.

   b. The department chairman will convert administrative memorandums from outside the department into BAPs.

   c. New BAPs will be distributed to each faculty member. There will be a master copy filed in the Department Management Guide, located in the department's conference room.

   d. BAPs affecting offices outside the department will be coordinated with the associate dean and other offices concerned before being issued.

OPR: Business Department
Effective: Indefinite until revised
Distribution: Department Management Guide

Business Department
Lane Community College

BAP 4-5
15 September 72

DEPARTMENT INSTITUTES

Purpose: To establish procedures to better integrate all activities of the Business Department.

1. Reference: Memorandum Office of Instruction 22 December 71 and memorandum Business Department 24 January 72 regarding Accountability.

2. Responsibilities: All staff

3. General: A need was observed to better share the functions of planning and scheduling of activity in the Business Department. As a result of departmental task force consideration, the organization of "institutes" was adopted. Department budgeting is not affected by this organizational change.

4. Procedure:

   a. The department will be organized into institutes representing the various disciplines within the department.

   An "institute" is defined as follows: An association of persons or organizations that collectively constitute technical or professional authority in a field or work of study.

   b. The general function of each institute force is to assist the department chairman and the dean to plan, manage, and schedule within the department. The responsibility of the director is to:

      1. Help in planning and coordinating the department curriculum and scheduling.

      2. Make recommendations to chairman on matters affecting their area and the department as a whole.

      3. Help in providing substitutes and recommend new staff members.

      4. Call task force meeting when matters of importance need to be brought to the attention of the director or department chairman.

      5. Prepare minutes of institute meetings. Submit to associate dean after being signed by the director. The institute will meet at least monthly.

      6. Coordinate preliminary schedule changes with the institute and review the final schedule.

Department Institutes, Cont.

7. Generally represent his area in all other matters not listed.
8. Assist in planning future schedules.
9. Be responsive to department chairman and dean through the chairman whenever assistance is requested.

OPR: Office of Instruction
Effective: Indefinite until revised
Distribution: Department Management Guide

BUSINESS DEPARTMENT ADMINISTRATIVE PROCEDURES
B.A.P.

SECTION A-CURRENT INDEX

0 - GENERAL

NUMBER	DATE	TITLE
0-0	9/1/72	Format for Business Department Administrative Procedures (BAPs)
0-1	" "	Numerical Index of Business Administrative Procedures
0-2	" "	Business Department Administrative Procedures
0-3	" "	Copyrights and Patents
0-5	" "	Reporting Staff Research
0-6	" "	Fire
0-7	" "	Heceta House Procedures and Operations

1 - PERSONNEL

NUMBER	DATE	TITLE
1-4	9-1-72	Statement of Appointment for Part-Time Instructors
1-4a	" "	Part-Time Instructor's Salary Placement
1-4b	" "	Salary Lists
1-5	" "	University of Oregon Faculty Hired by Lane Community College
1-6	" "	Summer Hiring and Salaries for Teaching Staff
1-8	" "	Evaluations
1-9	" "	Vacations, Sick Leave and Leaves of Absence
1-10	9-1-72	Faculty Consultant Expertise
1-13	" "	Pay Periods
1-16	" "	Personnel Files
1-18	" "	Released Time for Classes
1-21a	" "	Trip Reports
1-23	" "	Filling Part-Time Vacancies with Full-Time Instructional Staff
1-24	" "	Instructor Teaching Loads
1-25	11-1-72	Affirmative Action
1-8a	9-13-73	Peer Evaluation

2 - STUDENTS

NUMBER	DATE	TITLE
2-2	" "	Summer Term Class Size
2-4	" "	Equipment Usage by Staff and Students
2-8	" "	Graduate Ceremonies
2-12	" "	Selection of Textbooks
2-13	" "	Pass/No-Pass Grading Policy
2-14	" "	Incomplete Grades
2-15	" "	Return of Students' Materials and Workbooks
2-16	" "	Student Schedule Changes
2-17	" "	Change of Vocational Course Number to College Transfer
2-18	" "	Control of Animals on Campus
2-19	" "	Student Health Services
2-20	" "	Sale of Materials to Students
2-21	" "	Insurance on Student Operated Vehicles for Field Trips
2-22	" "	Business Students' Lockers
2-23	2-7-73	Standardization skills classes

3 - CURRICULUM DEVELOPMENT

NUMBER	DATE	TITLE
3-7	9/1/72	Curriculum Development Guidelines
3-8	" "	Course Outlines
3-9	" "	College Wide Surveys
3-10	" "	Research Proposals

4 - MEETINGS AND COMMITTEES

NUMBER	DATE	TITLE
4-1	9/1/72	Instructional Council Agenda and Minutes
4-2	" "	Department Meeting
4-3	" "	Instructional Council Agenda Items
4-4	" "	Ad Hoc Advisory Committees
4-5	9/15/72	Department Institutes

5 - SCHEDULING

NUMBER	DATE	TITLE
5-1	9/1/72	Master Schedules
5-2	" "	Schedule Changes
5-3	" "	Adult Education
5-4	" "	Workshops
5-5	" "	Campus Meeting Coordination

6 - BUDGET

NUMBER	DATE	TITLE
6-2	9/1/72	Capital Outlay
6-3	" "	Department Travel
6-4	" "	College Keys
6-5	" "	Warehouse and Bookstore Purchases
6-6	" "	Purchase Orders
6-7	" "	Use of Lane Community College Motor Pool
6-8	" "	Equipment Inventory and Repair

7 - OFFICE OF INSTRUCTION SERVICES

NUMBER	DATE	TITLE
7-1	9/1/72	Use of Printing and Graphics Services
7-2	" "	Office Space
7-3	" "	AV Equipment Accountability
7-4	" "	Personnel Requisition Forms
7-5	" "	Requests for Off-The-Air Duplication
7-6	" "	Department Security
7-7	" "	Procedures for Learning Resource Center Library Materials

Office of Instruction
LANE COMMUNITY COLLEGE

OIAP: 0-4
Distribution Date: 10/17/72

OFFICE OF INSTRUCTION ADMINISTRATIVE PROCEDURES (O.I.A.P.)

PURPOSE: To make available to the instructional staff the OIAP procedures document

1. Reference. Dean of Instruction's document

2. Responsibilities: Anyone within the College Community

3. General: The document that follows this OIAP details the purposes, developing process, establishing process and implementing process that will be used to develop OIAP's.

Lewis Case
Dean of Instruction

OPR: Dean of Instruction
Effective: Immediately
Distribution: Holders of OIAP Manuals and anyone in the college desiring to originate OIAP's

OFFICE OF INSTRUCTION ADMINISTRATIVE PROCEDURES

(O.I.A.P.)

Purposes

The Office of Instruction Administrative Procedures Manual is being instituted in order to develop and establish well-defined goals for instruction and to maintain a set of operating principles and procedures which will lead toward the achievement of those established goals. Specifically, the manual is being issued in order to achieve the following purposes.

1. To expedite the implementation of College goals, objectives and Board of Education policies.

2. To provide a written base for communicating objectives and operational guidelines throughout the instructional areas of the College.

3. To provide a system whereby adequate input will be secured for the development of objectives and operational guidelines and all personnel may be aware of the base for operational decisions.

Developing Process

Instructional objectives and operational guidelines are very important for they determine to a large degree both the nature of instructional programs and the morale of the staff. For this reason all personnel affected by the output from these objectives and guidelines must have opportunity either directly or through their representatives to actively participate in their development. The following process is designed to assure adequate opportunity for that participation.

1. Ideas for new objectives and operational guidelines (or for changing existing ones) may originate with anyone within the College.

2. The essential elements of the idea should be clearly stated in written form.

3. Copies of this paper will then be given to the president of the Staff Association for distribution to chairmen of the faculty, classified and administrative sections.

4. Reactions and suggested alterations to the proposal will be made in writing to the Dean of Instruction.

5. The Office of Instruction will evaluate the proposal together with the reactions and suggested alterations and add its own reactions and suggestions to the material. Whenever a proposal affects another administrative area of the College, it will be the responsibility of the Office of Instruction to discuss the matter with the chief administrator of that area.

6. The proposal will then be presented to the Instructional Council for evaluation and shaping into final form for action.

   a. In presenting the material to the Council, the Dean of Instruction will see that the originial proposal, staff input and Office of Instruction's recommendations are clearly distinguishable.

   b. The person making the original proposal will be given the opportunity to testify.

   c. Representatives from the various groups making input will also be given the opportunity to testify.

   d. The Council will then formally shape the proposal into final form for its action.

Establishing Process

Basically, the Instructional Council has two alternatives for acting on proposals which come before it.

The ultimate decision regarding some items which come before the Council is retained by the President or the Board of Education. In regard to such items, the Council's option is only that of making a formal recommendation. All such recommendations will be forwarded to the President just as they are adopted by the Council and accompanied by a recommendation from the Dean of Instruction. When such items have been approved by the President or the Board, they will be signed by the dean and distributed for information and/or implementation.

Other items coming before the Council normally fall within the delegated authority of the Dean of Instruction. The Council's alternative regarding such items is that of action rather than recommendation. However, all such proposals adopted by the Council require the signature of the Dean of Instruction before being distributed for implementation. In the event the Dean of Instruction vetoes a proposal, it will be returned to the Council for further consideration. If the proposal cannot be modified to suit both the dean and the Instructional Council, the Instructional Council may appeal the dean's decision to the President by a two-thirds affirmative vote of the membership of the Council.

Objectives and operational guidelines and procedures judged by the Office of Instruction as being presently established will not go through the above process, instead they will be reproduced in a standard format and distributed to all holders of the manual. Suggested changes for these items will then go through the foregoing process.

Implementing Process

In addition to the Dean of Instruction, each Associate Dean, Department Chairman and Director within instruction will be issued a manual. Manuals will also be given to the Assistant to the President, Business Manager, Dean of Students, Staff Association President, Chairmen of the Staff Association sections, Staff Personnel Policies Committee Chairman and Student Body President.

As materials are formally adopted and duly signed, the Office of Instruction will put them in the proper format and distribute copies to all registered recipients of the manual. Each recipient will be responsible for seeing that materials are added and deleted so that the manual is kept current.

Reference should always be made to the manual whenever operational decisions are to be made and questions arise. If adequate guidance is not given, the Office of Instruction should be notified immediately in writing so that steps may be taken to remedy the situation.

-- FORMAT FOR OIAP's --

Office of Instruction
LANE COMMUNITY COLLEGE

OIAP: (number)
Distribution Date: (______

(Subject of OIAP)*

PURPOSE: (Brief statement outlining purpose of OIAP)

1. Reference: (Board policy, staff manual, memorandum -- Note, date of reference document must be included)

2. Responsibilities: (Indicates responsibility for action)

3. General: (Brief statement of problem and expected outcomes from OIAP)

4. Procedure: (Description of administrative procedure)

    a. xxxxxx

    b. xxxxxx

        (1) xxxxxx

            (a) xxxxxx

            (b) xxxxxx

        (2) xxxxxx

            (a) xxxxxx

            (b) xxxxxx

            (c) xxxxxx

    c. xxxxxx

        (1) xxxxxx

    d. xxxxxx

    e. xxxxxx

(Dean's Signature)
Dean of Instruction

Supersedes OIAP (number and date of OIAP)
OPR: (Office of Primary Responsibility)
Effective: (Date when responsibility for OIAP begins or time span of effectiveness, eg. immediately, Spring Term 1973)
Distribution: (Who receives copies)

*(Note: material in parenthesis and underlined in the example is to be provided by the originator)

APPENDIX A-4

OPEN ENTRY/OPEN EXIT PHILOSOPHY AND PROCEDURES

Open Entry/Open Exit (OE/OE) is an individualized study program which enables business students to progress through subject matter at their own speed. The program was originally set up to meet the needs of students who were experiencing problems in the traditional classroom situation; had experienced a great degree of failure; and had little or no self-confidence, and with unrealistic or ill-defined goals. Many of them also had physiological, sociological and emotional problems of a major nature. The classes are now open to any student who wishes to pursue his education via the variable credit plan but the majority of those enrolled in these classes still meet the criteria mentioned above.

The term "individualized" includes, but is not limited to, the definition that students progress at their own rate. Classes are conducted with lecture periods, and some time in each class period is devoted to helping students individually.

The curriculum for each course is designed to enable a student to enter the course at any time during the term. The instructor may have to repeat lectures several times during the term as new students enter. Student calendars for OE/OE courses must outline the requirements for earning each credit so the student will know at all times how he is progressing. "Week one" for OE/OE students is not the first week of the term. It is the first week the student is in the class. The term "mid-term exam" has no place in an OE/OE course. Tests are given when the student is ready to take the test.

Staff selection for OE/OE courses is of utmost importance. In any educational program, staff members should have empathy for students and should be able to communicate with them. This is especially important in the OE/OE program because of the specific needs of some students as outlined above. However, the classroom is never the place to discuss the student's personal problems or weekend excursions. If a student insists on discussing a personal problem in the classroom, perhaps another instructor or an instructor/aide could conduct the classroom situation while you take the student to your office or to a counselor if he obviously needs such help.

Variable credit classes have a carry-over element which requires continuity of staff. If a student is in the process of earning a credit when the term ends, he will pick up at the same point at the beginning of the next term. If instructors change at this point, the student record must be passed on to this new instructor. If textbooks are changed from term to term, allowance must be made for those students finishing credits under the original course calendar.

Students are not dropped from an OE/OE class roster by the instructor. Even if they are not attending your class, do not initiate an instructor drop unless verified that the student should not be on the roster. For example, a student may be finishing the last credit in English 1 and also be registered for English 2. We may have this problem solved by the end of fall term with a new procedure on reporting grades for students finishing credits. Occasionally, due to scheduling problems, a student may appear on a certain roster but may be attending a different class section. If, at the end of the term, the student has never appeared in the class or has not finished any credits, give him a grade of "W" for the number of credits for which he was registered. It is not necessary to report clock hours on OE/OE grade cards. Part-time students present additional problems. A part-time student should sign up for one credit at a time. Sometimes, through improper counseling, they sign up for three credits and end up with only one at the end of the term. In these instances, it may be necessary to initiate an incomplete form for the student.

Various agencies require attendance reports. A list of students for whom daily attendance reports are needed will be given to each instructor each term. These students should in no way be singled out when taking the attendance.

ADMINISTRATIVE INSTRUCTION
ON HOW TO USE LEARNING PACKAGES

SELF-PACED INDIVIDUALIZED INSTRUCTION LEARNING PACKAGE:

A great many times instructors will pick up a piece of information here and there,along with an incomplete package. They then feel they are ready to start Open Entry/Open Exit and Self-Paced Individualized Instruction (OE/OE and SPII). Nothing could be further from being adequately ready. They must have a complete understanding of a learning package, both as to WHAT IT IS and WHAT IS ITS PURPOSE.

WHAT IT IS, AND IT'S PURPOSE.

Self-Paced Individualized Instruction (SPII) packages are usually single concept increments or modules which provide much greater flexibility and student opportunities, while using the same subject matter and information as previously used. Each learning package is self-contained in that it presents learning activities, information and performance evaluations which lead the student to mastery of the concept presented. In actual practice, learning packages are usually grouped in related subject areas as the instructor visualizes it.

This technique of breaking the subject matter into small modules provides the opportunity for the instructor to allow students to progress at the pace best suited to their capabilities, and to give students credit for their previous experience and/or education, thereby eliminating many of the problems of advanced placement. It follows that instituting an OE/OE and SPII system can be successfully accomplished, allowing students to enter or leave the on-going program without the penalties usually imposed by lock-step teaching methods.

The instructor can also use the flexibility provided by the SPII learning packages to give students more alternatives to reach a greater variety of goals and, at the same time, adjust the process to provide for the specific needs of each student.

SPII learning package formats may vary considerably from one that is long, detailed and complex, to a single sheet of paper describing the steps of an activity. Normally, the SPII package found in general use includes the performance objectives required of the student together with some alternative ways he can achieve these objectives, and a subject content and activity. The criterion levels, or evaluations, are measured on individual student performance and not against a group norm in a package system. However, students frequently wish to know what the standards are and how they are progressing in relation to their peer group. A typical SPII package, therefore, might contain the following elements:

PURPOSE-This is the rationale, in student's terms, indicating why he should learn the concept in the package.

OBJECTIVES-The objective must be stated in performance terms and includes three basic parts.

(1) The type of performance expected of the learner.

(2) The conditions under which the performance will be measured.

(3) The criterion level of performance required to complete the package successfully.

LEARNING OPPORTUNITIES-This is a listing of activities the student may engage in to achieve satisfactorily the stated objectives.

REFERENCES AND RESOURCES-A listing of materials, media or methods the student may utilize which will assist in finding alternative activities to meet the objectives. This listing should be modified by each instructor to contain only the references and resources immediately available to the student.

TESTS-A learning package can have three tests: a pre-test, self-test and post-test. All of these tests must reflect the objectives of the learning package although the format may vary. Performance type evaluations are used in many cases which require some sort of observable and measurable activities by the student. These may be modified by the instructor to make them practical and reasonable for individual needs.

it is important to remember that OE/OE and SPII packages are generated in a very broad context and can be revised to each instructor's requirements once the staff member has some motivation and information about SPII packages and some of their uses. At this point you should ask them how SPII packages might provide some flexibility in teaching methods.

A check list below indicates some of the approaches one can use to begin to institute Open Entry/Open Exit and Self-Paced Individualized Instruction into the classroom.

_____ 1. Allow students to progress at their most suitable learning rate.

_____ 2. Give credit for previous experience and/or education.

_____ 3. Provide for open entry/open exit.

_____ 4. Evaluate students on achievement of performance objectives.

_____ 5. Provide multiple paths for the student to reach his objective.

_____ 6. Provide instructional methods which satisfy individual needs.

_____ 7. Utilize learning packages as part of your teaching methods.

_____ 8. Define local constraints.

IMPLEMENTING SELF-PACED INDIVIDUALIZED INSTRUCTIONAL PACKAGES

GOALS AND METHODS

Implementing learning packages does not require the radical changes in educational strategies and tactics that many usually visualize. If the packages are implemented correctly, and with a slowly developing base subject, the transition can be smooth and easy as long as it is kept in mind that OE/OE and SPII packages are actually an addition to the on-going process and do not supplant other teaching methods now being used successfully.

Learning packages normally dovetail into the over-all educational objectives and into those methods already in practice.

STUDENT GOAL-SETTING-Usually there are four procedures used to establish the goals and objectives for the student in a SPII package oriented program. These are:

(1) The instructor and administration set the objectives for the student.

(2) The instructor and administration set several objectives and the student selects the most suitable one.

(3) The instructor and student set the student's goals. With the SPII package system most of the responsibility would rest with the student. This would depend on the capabilities of each student.

(4) The student sets his own goals. This method depends almost entirely on the level at which it is used. Normally, the student can set goals with proper guidance and information supplied by the instructor.

Essentially the four goal-setting methods described above comprise those now [illegible]ng used in most college systems. Variations and degrees in these goal-setting approaches, however, are the rule rather than the exception. Few students are really committed to lifetime goals and, therefore, require a great deal of assistance if they are to have some degree of responsibility in the setting of their goals whether they be short- or long-range.

The flexibility provided by using learning packages allows a higher degree of student involvement in goal-setting and goal achievement primarily because the instructor can offer many more goals to the student, and he has the teaching methodology at his disposal to allow the student to reach his goals.

INSTRUCTIONAL METHODS-There are a variety of instructional methods used with individualized instruction ranging from highly sophisticated computer-assisted instruction to a one-page activity sheet. The SPII package falls into a mid-range between the two above types. Some of the following methods are used to a great extent with learning packages:

(1) Tutorial-Simply a one-to-one dialogue between student and instructor.

(2) Independent study-Allowing the student to progress at his own rate.

(3) Directed learning activity-Prescribing for the student the best route to his goal.

(4) Grouping based on needs-Involves class lectures and discussions, small group discussions, demonstrations for any size group, experiments and presentations of audio-visual materials.

It should be noted that the methods described above do not involve any that are not already in use in most classrooms. Certainly some of the teaching strategies will change as will the roles of the instructor and student when SPII packages are implemented. However, as has already been pointed out, these changes are not radical.

Taking into account individual needs and differences has always been a part of a good educational system. Goal-setting and the instructional methods necessary to make these goals a reality for each student enhances these already successful practices.

INSTRUCTOR'S POINT OF VIEW-From an instructor's point of view, the OE/OE and SPII program is the most exciting and rewarding kind of teaching experience. Each time you work with a student you are giving him the exact information he needs at the exact moment he needs it. You stay with him until he understands fully, and it is a good feeling for both him and you.

There is no classroom boredom caused by the faster student waiting for the slower student so the class may move on. There is no attitude of "giving up" on the part of the slower student because he knows he is holding up the others. Teaching two hours in an OE/OE and SPII classroom seems much less than one hour in the traditional system. Time just flies because you are busy every minute with varied activity.

One of the greatest changes in teaching I have noticed is in the amount of cooperation needed among staff. This is an extremely essential part of the classroom management. I do not mean to imply this is a disadvantage; to the contrary it works to the advantage in the long run. (But at first it proved to be more of a "bother.)

I am now more completely dependent upon other staff in planning and evaluating. I can no longer whip up a new lecture before class or sit in front of the fire and make out grades in the evening. I must compromise certain attitudes in dealing with materials assigned or weighted grades. I am a member of a team.

OE/OE AND SPII GOAL SETTING-Making sure that each student has some goal ahead of him, either short or long, and utilizing instructional methods that provide a path for the student to achieve these goals is critically important to the student and to the learning package system. Have the instructor make an assessment of their goal-setting strategies and related instructional methods. Rate them on a scale of 1 (poor) to 5 (excellent) on the following:

1. Clearly defined goals are set for each student.

   1 ________________________________ 5

2. Students know what goals are set for them.

   1 ________________________________ 5

3. Students are involved in the goal-setting process.

   1 ________________________________ 5

4. Some allowances can be made for student goal changing.

1 ______________________________ 5

5. Their instructional method is flexible enough to provide the student multiple paths to his goal.

1 ______________________________ 5

6. Their teaching methods take into account individual needs and capabilities.

1 ______________________________ 5

7. The majority of students in the program can successfully achieve their goals.

1 ______________________________ 5

ADDING SELF-PACED INDIVIDUAL INSTRUCTION TO ON-GOING PROGRAMS

The most important question now becomes, "to what degree should I use OE/OE and SPII packages in my program, and how do I start?"

Most instructors begin to use learning packages in selected subject matter areas and with selected students. Some have tried changing over from the methods they were using to a 100% learning package program. Most such attempts at 100% conversion are not successful simply because neither the instructor nor the students were prepared for the changes necessary.

The most important step is to examine your present methods to see what changes would be necessary to make effective use of learning packages. At this point, resource people should be consulted who can help make some decisions regarding changes in instructional strategies as well as any physical classroom rearrangement. A visit to an instructor or two at colleges who are using packages successfully should be your first priority. Consultation with these people will be a great assistance in planning a course of action.

One of the biggest mistakes that is made is to move into the program in its entirety at one time. The staff and students must become familiar and comfortable using OE/OE and SPII concepts and materials. If you have a three-quarter sequence, it is best to start the first quarter first; next quarter repeat the first and add the second; and third quarter, repeat one and two and add the third. This provides a base of staff expertise and student familiarization with the concept. In addition, you will not have sunk many dollars in a new program only to find there is student rejection of the OE/OE and SPII concept.

A typical plan might include the following steps:

(1) Analyze your present program and determine to what degree you want to implement OE/OE and SPII learning.

(2) Rearrange your classroom (but not the facility at present) to accommodate the SPII learning and associated activities.

(3) Decide what sequential subject or course to implement in a trial program.

(4) Thoroughly prepare the students for the SPII learning and associated activities.

(5) Arrange class time and activities so that necessary changes are inserted at the optimum times.

(6) Set up an assessment procedure for each student which determines individual placement.

(7) Finally, begin the students on the SPII course outlines, activities, and packages. If staff members have thought over the process, visited other classrooms and colleges, utilized available resource people, and read through a series of SPII instructional packages, they should not encounter too many unexpected problems. In case they do, get help immediately from the resource person in your area.

CHECK SHEET FOR ADDING SPII LEARNING

Adding SPII learning to teaching methods requires preparation. The degree of success your staff members experience as they implement SPII learning, depends on some key elements in the preparation cycle. Check off the elements the staff must have completed on the following list:

_____ 1. Analyzed existing program and decided how deeply they want to get into the SPII learning system.

_____ 2. Rearranged the classroom and/or lab so that students are provided the facilities to use in SPII.

_____ 3. Gone through all the SPII packages to see if they are confident that each student can be placed in the system according to his needs and capabilities.

_____ 4. Made an assessment of each student and determined where they can be placed.

_____ 5. Prepared instructors so that students can be thoroughly oriented to the SPII learning system and know what is expected of them.

_____ 6. Held regular discussion periods and other activities associated with the SPII learning system.

_____ 7. Contracted resource persons and reviewed references to assure availability when and if needed.

_____ 8. Analyzed other local conditions.

Once the staff members firmly believe and are motivated to implement SPII learning, they should provide the department, or division, with the following information:

1. How SPII will be utilized in my program to provide for the following:

    A. What options for the student:

    B. Goal-setting strategies to be used:

    C. Goal-Setting tactics planned:

INDICATION OF CHANGES REQUIRED IN FACILITIES

FACILITIES

The arrangement of the facility for individualized instruction is of utmost importance. A well-organized learning area facilitates learning. A poorly organized learning area causes student frustration and disinterest.

Facilities in an area in which slower decision making can take place is also important. Administrative and staff concepts of OE/OE and SPII will change considerably from the time of conception and the first attempt until the final concept clarifies itself. Movement into temporary, or the temporary use of "regular" facilities, offers the best opportunity to explore, test, and evaluate the concepts developed for OE/OE and SPII.

In a typical individualized classroom, students will be involved in working on performance objectives requiring physical activities; engaged in small group discussions; studying reference materials; taking written tests; checking out equipment; conferring with the instructor, and so on. Although these activities appear at first unorganized and chaotic, a well thought out and planned facility soon brings the concept all into focus.

There are very few classrooms and labs which cannot be converted to the individualized mode of instruction because there are no requirements for materials or furniture not normally available. For the majority of situations, all that is required is a rearrangement of existing furniture and, in the future, the movement of some temporary walls. Some method or strategy should be designed to indicate student usage of each of the areas so the instructor can easily determine if the activities going on are those specified for the area. Here are some suggested elements for the individualized classroom.

- Instructional materials storage: The OE/OE and SPII packages and other software or other special materials should be stored so they are readily available. You should make these as convenient as possible while keeping in mind the necessary controls (especially if you are charging for the materials). However, controls should not discourage student use.

- Quiet study areas: There should be some place in your facility where some students can read in comfort. This might be a separate room, or just some tables and chairs in one area.

- Self-instructional materials: Tape recorders, film projectors, and other AV equipment should be located so that students will have convenient access. If the equipment has to be bolted down, or in some other way made secure, you should see that it is done. Again, easy access and ease of use is very important.

- Reference library: This is one of the most important points. If at all possible, get five or ten copies of primary reference books. Students need to have access to various explanations for technical concepts. One author's description is seldom adequate for all students. Give them a choice. You will find they really use the book!

- Testing room: Students will be constantly taking progress tests. A separate quiet room should be available and staffed with personnel and testing material. A windowed partition could be utilized so teaching staff could observe the testing area if full-time staff is not available in the testing area. Staffing must be done with a staff member who can correct the examination as soon as the student completes it. The examination should be critiqued right then to be of the most value to the student.

FACILITIES

Staff should provide the chairman or division answers to the following:

1. List the changes you could make to prepare your learning area for individualized instruction.

2. Draw a floor plan sketch of how you would like your present learning area changed to facilitate individualized instruction. Include all furniture, fixtures, etc.

REGISTRATION OPTION FOR SELF-PACED INDIVIDUALIZED INSTRUCTION

REGISTRATION

One concept of OE/OE and SPII is that the student has a better chance of succeeding in the completion of his objectives if he is given an opportunity to work at his own pace. To allow for an individual learning pace for each student, it should be possible for any student to work longer each day on the completion of his assigned projects as compared with other students who may have prior experience. The slower student should not be penalized if it takes him four terms to complete what may be considered three terms work for an average student, and conversely, the student who completes in two terms also should not be penalized.

The instructor can use different approaches to allow for different student capabilities. If there is a progress report, the staff member may assign letter grades from "A" to "F" when evaluating student performance, but a student receiving a "D" grade seems to have wasted his time in class. This "D" grade could also mean that the quality of the student's work was as high as that of the student getting a "B" except for the fact that the first student would have needed another week of time to complete all of his assignments satisfactorily. Most of the staff believe that units of less than one credit are too difficult to assign a grade to, and therefore should not be graded. Activity that makes up the one credit may be graded if desirable.

Another alternative would have been to give the slower student a grade of incomplete with the option of a grade change at the completion of his class assignments during any of the following "regular" terms. If you must assign grades at the end of a college quarter, the OE/OE student will generally have an incomplete for part of the course since they did not start at the beginning of the quarter. The true OE/OE concept has no set starting date and no set ending date; therefore, any grade would only be a progress report for reimbursement, or a check on how the student is doing. Since the ideal system has no ending date, an incomplete would not be used. The grades would reflect achievement. It must also be remembered that the student generally pays no additional fee while using school facilities, nor does the school get any additional state or federal reimbursement for such students once they have been claimed.

PASS/NO PASS GRADING

OE/OE and SPII would be an excellent place for a pass/no pass grading system since each course objective is spelled out in measurable performance terms. If the objective is not reached, then the grade would reflect what the student has achieved. The burden of clearly defining the tolerance limits of each performance objective lies with the instructor and student, but when these limitations are written out, evaluation becomes easy. Just as important, the student will know precisely where he stands and when his performance is acceptable.

Another easy method of differentiating between the performance of different students is designating courses as variable credit. This OE/OE concept will allow students to enter the courses at any time during a grade reporting period, or to accept a grade with less credit than normally would be received for a "lock step" grading period. The student earning less than the normal credit may have found that his other courses required more time than anticipated; that his background in the subject area made his progress less rapid than other students; or that he wanted to spend more time in each area of the course. The grade reporting then becomes only a progress grade for the student and an accounting for reimbursement. Students may begin the course at any time during the term such as the third day of the fourth week or the fifth day of the ninth week. A few examples illustrate how these methods are used:

Example #1.

A student entering 3.208 Airframe, which carries 84 class and 756 lab hours for 28 credits, may register for the course at any time. The number of credits earned will depend on his previous experience (how fast he can complete instrumental units) and related to that, the number of hours per day or week that he attends the laboratory. FAA regulations require a student to attend a minimum number of hours in each subject area. Each ten clock hours which a student attends per week consists of one hour theory and nine hours lab. This will give a student four credits for the term (one credit theory plus three credits lab). The student selects from the following table the number of credits he expects to earn.

10.0 clock hrs. per week equal four credits per term
12.5 clock hrs. per week equal five credits per term
15.0 clock hrs. per week equal six credits per term
etc.
40.0 clock hrs. per week equal sixteen credits per term

Example #2

Another course is 3.399 Machine Technology, 48 credits, which uses the open entry/open exit variable credit system.

A student schedules his expected credits by using the same table to equate clock hours to credits as does the Air Frame student. The 48 credits in Machine Technology are required for the AA degree or the two year certificate. The course is completed when all the assigned instructional packages and projects are completed. The student earns credits toward the completion of the program in two different ways:

(1) Credit by Clock Hours: The first method is credit for classroom time attended, and is calculated by taking the ten clock hours a week for four credits, multiplying by ten weeks (the average length of a term), for a total of 100 hours, and then dividing this sum by four to get 25 clock hours for each one credit. The formula used to equate clock hours into credits is:

$$\frac{CH \times W}{CR} \qquad \frac{10 \times 10}{4} \qquad \text{25 clock hours for one credit}$$

CH = clock hours per week
W = number of weeks in a term
CR = the number of credits for the given number of clock hours per week

(2) Credit by Objectives: The other method is to equate assignments to credits earned. It becomes the responsibility of the instructor to divide the total required course objectives into one, two, three, or some other credit units. The smaller the breakdown, the more precise it will be to evaluate each student's progress.

One, or a combination of these two methods, would make the course flexible enough to let a fast learner, or someone with prior experience, earn more credits for the completion of assignments than the student would get when only clock hours attended are considered. The slow learner benefits from the methods of using class attendance for credit (attendance) doesn't mean goofing off or killing time), because he can take additional time to learn to master his objectives thoroughly. This student also knows that he is very likely to earn more than the 48 credits which this course carries, because all instructional packages and projects will have to be satisfactorily finished.

Mini-Courses: Students may register for mini-courses even if they intend to complete only a specific portion of them. It may be a two week refresher course, or involve learning a new or specialized skill. Before registration, the student and instructor will estimate the number of hours which will be necessary to complete the student's objective. During this conference the student's schedule should be worked out.

Flexible Scheduling: An illustration of flexible scheduling could be that of a student attending class for five hours a day for two weeks. This would be 50 clock hours or two credits, or it could be six days at eight hours each day to establish a basis for assessing student fees.

Students enrolled in this course have the opportunity to start and stop their classroom time more than once in any day. Some students encountered difficulties in getting their required related courses during a specific term because these courses were offered at the same time as were the students blocks of time in their major field, which was anywhere from three to five hours daily. The schedule of a typical student may read as follows:

8:00 to 10:00	Machine Technology
10:00 to 12:00	Physics
12:00 to 12:30	Lunch
12:30 to 3:00	Machine Technology
3:00 to 4:00	Applied Economics

This may be for Mondays. On Tuesdays this student may spend five hours at one time in Machine Technology. If his total accumulated time is 20 hours per week it will give him eight credits in Machine Technology for this term.

A student commuting from an outlying town may want to get all his classroom time completed in three or four days per week. Flexible scheduling is student-centered, and makes this possible. It becomes the instructor's responsibility to manage this scheduling in such a way that he achieves maximum equipment utilization.

Example #3.

Fixed Time Scheduling: (Example at Lane Community College) The Business Department's OE/OE and SPII program allows students to enter typing, accounting, business English, business mathematics, personal dynamics, shorthand and transcription, and all other one year certificate clerical courses at any time during the term, and leave when they have accomplished their goals. These courses are offered a specific number of hours per term at specific hours of the day, i.e., typing from 8:00 a.m. to 3:00 p.m. daily. The student who starts during the grading period more than likely will end up with fewer credits than the student who starts at the beginning of the term. For example, the student entering a 60-hour Typing I class, one-third of the way through the grading period, could earn full credit if he was willing to spend the extra time or had previous experience, but he would probably earn two of the three credits by the end of the "normal" grading period. Grading under these circumstances is mainly a progress report required by the college until the student goals are achieved.

Ideally the OE/OE and SPII learning system over a period of a few years will spread out the registration of students over the whole school year. This should eliminate the bottleneck created by the counseling staff and business office being overloaded at regular registration times to the point they are unable to spend as much time with each student as seems necessary to do an adequate job of explaining open entry/open exit and variable credit courses to them. The SPII learning system requires a well-informed counseling staff with a thorough understanding of the different student schedules possible in the OE/OE variable credit courses.

Some courses require a conference between student and instructor to assess the student's capabilities and/or limitations before a course card can be released. In any case, someone knowledgeable should be responsible for meeting with the student, and to help establish educational goals for the course credits. Individualized instruction places more responsibility on each student to work toward the achievement of his goals than in any other method of instruction, but he needs all the qualified help he can get.

Registration Problems

One community college has experienced problems with the implementation of variable credit courses. Some of these problems are listed:

(1) Because instructor conferences are required of some courses, students must leave the registration facility to find a specific person. Since some colleges conduct registration during finals week, during mid-term vacation, and during evening hours, many instructors are not available on campus for conferences.

(2) Courses which do not require conferences with instructors cause some problems because students do not know how many credits they can or should complete.

(3) Perhaps the largest problem is in the assessment of tuition, and its reassessment when students have used up the credit paid for. The college tuition structure is based upon the term concept. Variable credit, on the other hand, is an attempt to provide flexibility not tied to school terms. Therefore, a student who is

taking ten or more credits has paid $100 in tuition and any additional courses are, in effect, free. Problems arise when a student starts a course during the term (fourth week or later) and the college tries to assess how much credit he can complete before the end of the grading period. To be truly variable, the student should be able to start the course at any time and attend until the course work is completed regardless of how many terms this takes. The student then makes another tuition contract with the college. He would then buy credits much as you would deposit money to a checking account. When his account has a zero balance, he must make another credit deposit.

(4) State reimbursement is based upon the fourth week of a term. Variable credit and the open entry/open exit approach do not fit into the term concept; similarly, the fourth week is not a suitable time for determining reimbursement. A student who starts the eighth week of the term, and can complete two credits, should be claimed for reimbursement as of Tuesday of the second week. Open entry/open exit programs cause additional work when registering students, but the state will reimburse the school for all students, even those getting a "W" grade, until the school reaches its maximum FTE level.

VALIDATION

COURSE SELECTION SHEET

D-10

☐ RETURNING ☐ NEW

FOR OFFICE USE ONLY

Adm. O.	Tuition
Bus. O.	Activities
Date Paid	Special Fees
Receipt No.	Late Fees
D.P.	Staff

IDENTIFICATION NUMBER

0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
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GOLDEN AGE CLUB? IF SO MARK HERE

ATTENDING UNDER G.I. BILL? IF SO MARK HERE

MILEAGE HOME TO CAMPUS

0-15 MARK HERE OVER 15 MARK HERE

I AUTHORIZE RELEASE OF MY NAME ON HONOR ROLL OR DEAN'S LIST, IF ELIGIBLE YES NO

DATE .... 197.......

QUARTER: ☐ F ☐ W ☐ S ☐ SU 197.......

LAST NAME: MAIDEN NAME:

FIRST NAME: INITIAL: SEX: ☐ M ☐ F

BIRTHDATE: MAJOR:

ADVISOR'S SIGNATURE:

COURSE NO.: SECTION:
TITLE:
INSTRUCTOR: CREDIT GR

COURSE NO.: SECTION:
TITLE:
INSTRUCTOR: CREDIT GR

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INSTRUCTOR: CREDIT GR

COURSE NO.: SECTION:
TITLE:
CREDIT GR

REGISTER COURSE CHANGE WITHDRAWAL

TERM LINE NUMBER

	1	2	3	4	5	6	7	8	9
Add	1	2	3	4	5	6	7	8	9
Drop	1	2	3	4	5	6	7	8	9
Audit	1	2	3	4	5	6	7	8	9
	1	2	3	4	5	6	7	8	9
Add	1	2	3	4	5	6	7	8	9
Drop	1	2	3	4	5	6	7	8	9
Audit	1	2	3	4	5	6	7	8	9
	1	2	3	4	5	6	7	8	9
Add	1	2	3	4	5	6	7	8	9
Drop	1	2	3	4	5	6	7	8	9
Audit	1	2	3	4	5	6	7	8	9
	1	2	3	4	5	6	7	8	9
Add	1	2	3	4	5	6	7	8	9
Drop	1	2	3	4	5	6	7	8	9
Audit	1	2	3	4	5	6	7	8	9
	1	2	3	4	5	6	7	8	9
Add	1	2	3	4	5	6	7	8	9
Drop	1	2	3	4	5	6	7	8	9
Audit	1	2	3	4	5	6	7	8	9
	1	2	3	4	5	6	7	8	9
Add	1	2	3	4	5	6	7	8	9
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Audit	1	2	3	4	5	6	7	8	9
	1	2	3	4	5	6	7	8	9
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Audit	1	2	3	4	5	6	7	8	9
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Drop	1	2	3	4	5	6	7	8	9
Audit	1	2	3	4	5	6	7	8	9

SYSTEM:			
SECTION	SUB-SECTION		PAGE

ANNEX - D-1

Variable Credit Classes

Student Record Accounting Procedure

1) At any time during the school year, a student may register for a class. He pays tuition for the number of credits he thinks that he can complete by the end of the on-going term.

2) A week before the class ends an "official class grade record" is printed and "grade cards" are punched for each class.

3) The instructor records the number of credits each student has earned and the grade on both the "official class grade record" and the "grade card."

4) Immediately following grade reporting, class lists will be printed for classes with students who have credits in progress. Credits in progress are determined by subtracting credits earned from the number of credits for which the student has paid tuition. A credits-in-progress card, to serve as a turn-around document, will be punched for each student on the class list. The card will contain:

   social security number
   name
   ensuing term
   term line number
   section
   credits in progress

5) If the student attends the class in the ensuing term, the instructor will turn in the credits-in-progress cards to cause the student's name to appear on the next "teacher list."

SCHEDULING METHODS FOR SELF-PACED INDIVIDUALIZED INSTRUCTION

SCHEDULING

Scheduling is one of the more difficult tasks that a department chairman has. The Open Entry/Open Exit and Self-Paced Individualized Instruction approach places non-routine tasks on the schedule. The objective of schedule development is to produce a schedule so that the sequence or sequential courses or subjects move from one quarter to the next. The ideal is to schedule blocks of time with rooms and staff and let the student fit these times into their schedule with priority cards for leveling the peaking times. The student priority card is displayed at the student work station. In the event there is a peak demand, above the student station capacity, those students holding priority cards for that time are permitted to stay and others must vacate the station. Students determine their priority hours the first day of class by asking for a priority card. The staff has prepared the maximum student stations for each hour of "the regular" classroom schedule. These should be color coded for ease of identification. Staff must be aware that students will be constantly coming and going and an overload may appear for only a few minutes. There is no such thing as a "50-minute" class period in OE/OE and SPII since students work at their own pace, on their own objectives, and for the amount of time they want to spend. The point to remember is that the student is the one to be served as to hours, etc. and not the staff.

The schedule should be built for the student around his priority hours, and the last thing you do is to place staff names in the time block. It is extremely important that a few simple rules be followed in preparing the schedule. These rules are as follows:

(1) Schedule 1, 2, and 3 sequences or sequential functions so that a student may move from one sequence to the next without having to rearrange his entire schedule. This becomes especially important since you may be scheduling only one section for each class.

(2) Schedule classes so at least one instructor and an aide are available to teach each section, allowing one to conduct lectures and the other to give individual help in a classroom and in the testing room when a student completes a test. A work study person is not sufficient for the testing room because when a student completes a test he must be shown why and where he made the errors if there are any. A teacher aide may be utilized to critique examinations since they are familiar with the entire course content and objectives.

(3) Have sufficient OE/OE and SPII staff available to teach three sequences of the same course at the same time. (See Item #1 above.) This is invaluable in larger classes for student help, and to oversee the work study person(s).

(4) Have sufficient room space available so all three sequences of a course may be taught at the same time, plus a testing room.

(5) Take into consideration courses outside the department which students may be required to complete to get their

one-year certificate, and arrange the schedule accordingly, e.g., Office Management, Introduction to Management of Information Systems, Business Communication, etc. Many of the OE/OE and SPII students are unable to attend evening classes if these classes are taught only in the evening.

(6) Schedule instructors in the subject center so there is a carry-over of one instructor from hour to hour as the staff changes:

Example:			
	0800-0900	Instructor 1	Instructor 3
	0900-1000	Instructor 1	Instructor 2
	1000-1100	Instructor 3	Instructor 2
	1100-1200	Instructor 3	Instructor 4
	1200-1300	Instructor 5	Instructor 4
	1300-1400	Instructor 5	Instructor 6
	1400-1500	Instructor -	Instructor 6

(7) Not directly related to scheduling, but an important point, is to have a meeting with the college counselors during the summer (preferably around the first of August) to explain any changes they should be aware of in counseling students into OE/OE and SPII classes, particularly if new counselors have joined the staff.

(8) Identify OE/OE and SPII staff. It is particularly important if you have dual programs (OE/OE and regular) that the OE/OE and SPII is not a "dumping ground"for those who pecked first, and this is all that is left. The OE/OE instructional staff must be assigned first as

theirs is a very unique and difficult task. Not all staff are acceptable to this type of instruction. No staff member should be assigned as the head teacher until they have at least one quarter's experience in the classroom. Equally important, they must express a desire to teach in this area. One thing which will happen to the old head or the one at the top of the "pecking order" as you move into a fully integrated program is that regular offerings become fewer and fewer and those of OE/OE becomes more numerous when students option for this choice. The ultimate is when there is no place to peck and you are first on the list. With this realization, the staff members either change their concepts, or move on. You have to be prepared to accept this loss.

(9) As far as scheduling and planning are concerned, the daily lesson plan is completely obsolete. The preparation must be totally complete before the term begins. Assignments must be outlined to the most minute detail and grading scales must be decided upon. Once the class is underway, preparation means putting together supplementary materials. The positive spin-off is that the strengths of the teachers involved go into the course and any weaknesses get lost along the way.

(10) The grading process, again, involves staff thinking. All members must be present at the grading session because different instructors know different students and there are subjective considerations to all grades

whether it is admitted or not. This is the most pressured part of the term because of the number of grades to be given. The good side of the coin is that this maintains a "fairness" that could not occur if we each had a separate class and were grading independently. If you have a true OE/OE and SPII program, grading would be scheduled weekly for those students who finish their goals and objectives. Because the "system" requires regular start-stop dates, as that is the way it was in '08, the system must be scheduled to recycle itself on certain dates.

(11) Because classes do not begin and end at a given hour, the 10-minute break between classes does not exist. An instructor scheduled into another class sometimes finds it difficult to break away. If a carry-over teacher (See Item #6) is in the room, this solves the problem.

IVORY

PRIORITY HOUR

8 - 9 WEDNESDAY

NAME

TYPING 1 2 3
(Circle One)

BLUE

PRIORITY HOUR

9 - 10 WEDNESDAY

NAME

TYPING 1 2 3
(Circle One)

BUFF

PRIORITY HOUR

10-11 WEDNESDAY

NAME

TYPING 1 2 3
(Circle One)

GREEN

PRIORITY HOUR

11-12 WEDNESDAY

NAME

TYPING 1 2 3
(Circle One)

PINK
PRIORITY HOUR

12-1 WEDNESDAY

NAME

TYPING 1 2 3
(Circle One)

YELLOW
PRIORITY HOUR

1 - 2 WEDNESDAY

NAME

TYPING 1 2 3
(Circle One)

WHITE
PRIORITY HOUR

2 - 3 WEDNESDAY

NAME

TYPING 1 2 3
(Circle One)

E-8

DAILY TIME CARD

NAME______________________ __________

Time Record __________ TOTAL

__________ OUT

__________ IN __________

__________ OUT

__________ IN __________

__________ OUT

__________ IN __________

__________ OUT

__________ IN __________

__________ OUT

__________ IN __________

__________ OUT

__________ IN __________

IDENTIFIABLE MOTIVATIONAL PROBLEMS ENCOUNTERED BY ADMINISTRATORS

MOTIVATIONAL

Any learning process requires motivation of the student. Open Entry/Open Exit and Self-Paced Individualized Instruction provides many "built in" motivators for the learner. The staff member should be aware of available motivational techniques and be able to implement them successfully into his program.

Because individualized instruction places a large burden of responsibility on the learner, motivation problems are frequently encountered by the student. It is important that the instructor be able to recognize motivational problems and adapt proven techniques to deal with them. The following are problems faced by every OE/OE and SPII staff member:

a) Careful attention must be given to placing the students in the open entry/open exit system at the point where they are ready to learn. Nothing is more boring and frustrating than forcing the student to go over material he has already mastered. It is also no secret that a student will get bogged down with material if he does not have the background to comprehend. Regardless of the evaluative method used to place the student, it must be kept in mind that a frustrating initial experience will cause him to pre-judge your program. The best method is always that of demonstrated competence.

b) Many students struggle in an individualized system because they neither have their goals set nor their objectives determined to reach their goals. It is the staff's responsibiity to see that students have both long- and short-range goals at all times. Students and staff should have defined long and short-range goals.

Long-Range: A typical long-range goal would be, "I want to type 40 words a minute," or, "I hope to be an excellent secretary someday." The long-range goal gives the student something to work toward. Frequently the student will need guidance to insure that the goal is both realistic and within his capabilities.

Short-Range: Short-range goals are important because they keep the student working toward something tangible. A typical short-range goal would be, "To type 40 words a minute, I have to know the keyboard." Once the instructor and student have established the short-range goal(s), the objectives should be provided to help the learner achieve it. The objectives tell the student exactly what he must do to achieve his goal(s). Objectives are generally provided in the student calendar (See Attachment #1.)

In summary, we have aided the student to establish a long-range goal (being an executive secretary); broken it down into short-range goals (being able to type 25 words per minute); and supplied the same student with objectives to help him reach this short-range goal. Successful achievement of the short range goals brings him closer to achieving his long-range goal.

Students frequently demonstrate poor motivation when they are confused about how to go about accomplishing their goals and objectives. It is extremely important for the student to understand where to go, how to get there, what to get, and what to do with it once they have it. They must understand the full program and where they fit into it.

Because staff seldom work directly with every student in class at any one time, it is easy for students to misuse their time. It is essential that students have a complete understanding of their responsibilities when they enter the individualized program. There are many techniques to insure that students use their time effectively.

Instructional materials should be readily available to the student. It is easy for even the best of students to become frustrated with a poorly organized individualized program. The student must know at all times what is expected of him, what to do next, where to go for help, and where to check out supplies. When the students need help, they need help now, not when it is convenient for the instructor. Student aides can often provide needed assistance, but the student needs to know they are available and who they are. Pictures in the classroom with staff names are always a great help. Very highly motivated students will become increasingly frustrated if materials are not ready for them when they are ready to move to the next step. The staff must anticipate future needs of their students and be prepared with the software and materials.

A successful individualized program must provide a continuum of rewarding experiences for the student. The course and program curriculum should be structured in such a way as to provide a feeling of accomplishment in small one credit units as well as projects. For example, there is little reward for finishing one SPII when the student knows he will immediately be given another. When a student finishes a package teaching him how to type a letter, then say, "Now, read this SPII on tabulation."

The SPII instructional package, itself, can hinder motivation. A package with a format that is difficult to follow cannot help but have a negative effect on the student using it. Complex numbering systems are hard to follow and tend to confuse students. Illustrations should be placed in the text at the point they are needed, not three pages back. It is often good practice to have a cross-section of students help choose which packages they would best like to work with.

In summary, the staff which individualizes instruction should be aware of the many kinds of student-oriented motivation problems. Both staff and students must set realistic goals and objectives. The students must understand their responsibilities, and know, or be able to quickly locate at all times, where they are in relation to their goal. The proper placement of students in the SPII program is extremely important. A program loaded with successful experiences helps keep students motivated. A program without successful experiences would flounder from the very beginning.

TEACHER RELATED MOTIVATION

The success or failure of an individualized program rests almost entirely on the attitude of the instructors and their administrator. Staff members who are convinced that individualized instruction will work, will find successful experiences. The staff's attitude is directly reflected in the students. It is a sure bet that lip service by an administrator with a poor attitude toward individualized instruction toward the staff's effort and the SPII they are using, or whatever, will have students who feel the same. If the staff does not feel the system or materials will work, they are wasting time by trying. They should not be pushed, but be led into SPII. The motivational thrust should come from the instructional staff.

SPII provides for a much closer interpersonal relationship between the student and instructor. This relationship, if effectively used, is probably the best single motivator to get desired results from students. It is important that this interpersonal relationship include trust, interest, confidence, and warmth. After contact with the instructor, each student should leave thinking, "I'm sure glad we talked about this," rather than, "I'll never ask that old grouch another question again."

Without a complete interpersonal relationship, the learning process is severely hampered. If students will not openly seek help or guidance, they cannot thrive in an individualized system, or any other system for that matter. The best way to identify and deal with a problem is to have a relationship where the student can say, "I know we've gone over this twice, but I still don't get it." This is the time when the student is ready to learn, not two days later when he gets back a paper full of red marks with nasty staff remarks.

A successful interpersonal relationship is something that will develop over a period of time. Staff members cannot walk in on a Monday morning and say, "Well, starting today we are going to have a warm interpersonal relationships. We are going to communicate." A staff member can lose his interpersonal relationship with a student in a matter of seconds by saying the wrong things.

Throughout their relationship with students, the staff should demonstrate genuine interest and concern for the student's progress. Students need to feel the instructor both knows and cares about the fact that they are learning. The Wall Street Journal carried a "Notable and Quotable" that summarizes student feelings. It came from Neil Postman, an author and professor of English education at New York University, in an article that first appeared in "Sensorsheet," a publication of the Earth Science Educational program in Boulder, Colorado. It later appeared in Media Ecology Review, published at the NYU School of Education:

> "In spite of our attempts to make teaching into a science, in spite of our attempts to invent teacher-proof materials, and even in spite of our attempt to create "relevant new curricula," one simple fact makes all of this ambition quite unnecessary. It is as follows: When a student perceives a teacher to be an authentic, warm and curious person, the

> student learns. When the student does not perceive the teacher as such a person the student does not learn. There is almost no way to get around this fact, although technological people such as ourselves try very hard to. We believe in experts and expertise, and we tend not to trust any activity that does not involve a complex technique. And yet, increasing the complexity of the act of teaching has not really made much difference for there is always that simple fact that teaching is the art of being human and communicating that humanness to others. Why is this so difficult for us to accept? Why do we trust our machines, our equations and our formulas more than we trust our humanity? Why do we think that a curriculum can do something that a person cannot? Our failure to place affection and empathy at the center of the education process says something very grave about us, and I do not think it will be of much value for us to persevere unless we can learn to love our technology less and ourselves more."

Grouping students with common goals or objectives is a frequently used and valuable facilitator. Grouping in this manner should be left up to the individual student involved and never forced. Some students feel held back by a group. The goal is to create an atmosphere where students feel free to learn in any way they choose.

Large group activities are extremely important because they provide the student with something to identify with. Large group activities should be on subjects holding a common interest to everyone in class, such as, "career opportunities in secretarial science" or "how to find a job." Large group activities should never be used to discuss intricate details of advanced subject matter. The idea is to get everyone participating, and feeling that they are part of the group.

Though the arrangement of the facility is governed by many outside influences, the staff should strive to make their room, or rooms, as conducive to learning as possible. It is frustrating to take ten minutes to do a three minute job. By the same token, it is unreasonable to make a student go to the other end of the building to get a book, when the instructor could have had the book readily available in the resource area of his classroom. A small classroom adjourning the larger facility is ideal for these group discussions, and provides a quiet place away from the larger group.

Some additional motivational techniques are:

a) PLACING STUDENTS ON CONTRACTS-A negotiable contract between a staff member and student is frequently used to obtain desirable results or behaviors. Some instructors use contracts exclusively with all students, while others use them only as a motivator for slower learners. Regardless of how contracts are used, it is important for the student to be involved with their formation. The idea is to get the student to place restrictions on himself. Essentially the contract results from conferences between the instructor and student. These contracts state explicitly the performance objectives and overall goals the student should complete during the time he has signed up for the class. Normally the contract is written, the instructor and student both retaining copies.

b) ALLOWING STUDENTS TO NEGOTIATE GOALS AND OBJECTIVES-It is important for all students to be involved with setting goals and objectives. Whenever possible, it is desirable to provide the student with several goals or objectives he might like to work toward, and to guide him in making his decision.

c) TELLING THE STUDENT WHY HE IS DOING SOMETHING-Students need to know the reasons behind learning whatever it is they are learning. Although the "purpose" section of a learning package generally does this, the staff's personal touch is always welcome. By spending a few moments with a student explaining why, the staff can increase his inter-personal relationship.

d) KEEP STUDENTS INVOLVED WITH THE RECORD-KEEPING PROCESS-Students need to know exactly where they are in relation to their goals. By having the student constantly involved with recording his progress, there is never any doubt in his mind. A progress chart should be readily available so the students can compare their progress with that of their peers. Caution should be exercised so the students are coded in such a manner that only they know their code. Lane Community College has found this to be a highly successful student motivational tool.

e) ALLOW STUDENTS TO PARTICIPATE IN CURRICULUM DEVELOPMENT-Giving students the opportunity to become involved with the development of materials makes them feel that what they have learned is of value. Many instructors encourage students to develop entire learning packages and units of instruction.

In conclusion, from an instructor's point of view, the open entry/open exit program is the most exciting and rewarding kind of teaching experience.

Each time you work with a student you are giving him the exact information he needs at the exact moment he needs it. You stay with him until he understands fully and when he does, it is a good feeling for both him and you.

There is no classroom boredom from a situation where the faster student is waiting for the slower student so the class may move on. There is no attitude of giving up on the part of the slower student because he knows he is holding up the others. Teaching two hours in an OE/OE and SPII classroom seems much less than one hour in the traditional system. Time just flies because you are busy every minute with varied activity.

FINANCIAL REWARDS

The administration should realize that once a program is established, and the cost per student has started down and becomes less than the regular program, that they too should enjoy some of the financial benefits. About the fairest percentage, and this should be arrived at before the program is started, is:

one-third saving to the college administration
one-third saving to the department and staff
one-third saving to the local taxpayer.

This should provide the desired incentive for staff, administration, and taxpayers. The only problem is the yardstick used in computing the savings brought about by OE/OE and SPII.

METHODOLOGY FOR ADVANCED STUDENT PLACEMENT

STUDENT PLACEMENT

As a number of students are exposed to new instructional situations, especially at the beginning of your program or class, they each bring with them certain knowledge and abilities that may differ widely between individuals. Even to hope to individualize a program to meet student needs, you must be aware of each of their goals and past experiences. Prior learning, skills, and/or knowledge level will effect the decision as to where you start a student in the program. You need to determine at what point in the learning sequence that it is most appropriate for the student to enter; and what objectives will accommodate his program and fulfill his needs. This can eliminate a lot of needless repetition. A personalized prescription for the student's learning path can only be designed realistically by looking at where the student is now. The staff must take into account student differences if they want the instruction to be efficient, motivating and challenging. Since the OE/OE and SPII students proceed at their own pace, there is no loss of student interest. The faster student need not wait for the slower student and the slower student need not feel rushed for fear of holding up the class.

EVALUATION METHODS

The two major ways evaluation can be accomplished are by testing and background research. The testing can be broken down into three basic parts:

(1) Written Tests-There are an unlimited number of standardized tests that can be utilized. These range from the GAT-B (general aptitude battery), the CIS (career information service), the Kuder (occupational interest survey) to the standard local school tests checking math, writing, reading levels, etc. Although these are necessary tests, for the most part, they are very general in nature and usually limited in usefulness indicating to you the student's level of knowledge and skill for a particular program such as accounting, typing, drafting, etc. For this information, you will probably have to develop your own pre-tests. Fortunately, SPII systems will have to include within each unit a pre-test or several post-tests, either of which could adequately be used as tests for student placement.

(2) Performance Tests-Quite often written tests are just too lengthy and not very realistic for vocational evaluation. Although they are good indicators, it may take an actual performance of the student to see what skills that student really has. These tests should be representative of what the student will have to know to be in your program, what skills he already knows and what skills he will know when he graduates from your program. Although this is a good method for evaluation it could be time consuming. It may range from a simple timed typing test to a comprehensive auto tune-up.

(3) Oral Testing-One of the quickest methods of evaluation of your students is simply to talk to the student in a

friendly, casual manner. With very little effort you can learn more by choosing this method. This can be accomplished in several ways. The easiest is to talk to the student at his work station. From this conversation you should be able to determine his desires, needs, expectations, attitudes, and to some degree the scope of his knowledge. You can also make the oral testing more formal by using the round-table approach, utilizing two or more instructors confronting the student. While one instructor is asking a question and evaluating the answer, the other instructor(s) can think of further questions. A more thorough investigation can be accomplished in this manner.

(4) Placement During Class-Perhaps your facilities and personnel are not so organized as to handle readily initial testing. Another alternative is to start all students at the beginning and allow them to "test out" of a unit of study, and quickly place them into advanced units of instruction. This is probably the most reliable method and the most accurate. The true open entry/open exit program has this as the basis and lets the student "test out" of their placement.

METHODS OF RECORD KEEPING FOR SELF-PACED INDIVIDUALIZED INSTRUCTION

RECORD KEEPING

An Open Entry/Open Exit and SPII (OE/OE and SPII) system makes it possible for each student to be engaged in learning those things that are timely to him while working at his own pace, utilizing a multi-media approach, and knowing exactly where he is in relation to where he wants to go. This entails an accurate record keeping by both staff and the student.

There is more record keeping in such a program because students are goal-oriented and tend to produce more. The staff can no longer sit there and grade one assignment many times, but must grade and record many different assignments one time. So far staff members are about equally divided on whether they want to grade their own papers or have the work-study or para-professionals grade and record the work.

The most equitable method of determining who grades and records student work is for the staff members leaving the classroom to pick up all of the papers. It then becomes their responsibility either to grade and record, or have recorded, those student papers. It is almost mandatory in an OE/OE and SPII situation that it be policy to return student papers the following day. This provides the student with an up-to-date evaluation of where they are when they enter the classroom and are ready to proceed. There is nothing more demotivating to the students than to have to wait several days for their work to come back. This policy must be established before the first student enters an OE/OE and SPII class. If the staff member does not want to teach under those conditions, you should not let them move into this area of instruction.

If you have open scheduling, for example, the student can come into the classroom between 0800 and 1500 daily. A priority card will then have to be issued to the student. This tells both the staff member and student that the latter has a priority for a student station during this time period. If you have 35 student stations, you can guarantee 35 student stations an hour. Students should know that if the classroom is not filled in their non-priority hour that they are free to come in. Students accept this system, and we at Lane Community College have found it to be an equitable one. The students space themselves through the day and do not bunch up as one might suppose.

A time card is required for each student. This time card should be available in the student's work folder. Since students come and go at their convenience, there are no set periods. A record is required so the staff member is aware if the student is not attending class; it also provides a record for computation of credit (if time is the criteria and not work accomplished), and for reimbursement. Students punch the time clock when entering and leaving the classroom. The time cards can be computed by a work-study person, key-punched to a computer, or for $6,000 or more you can get an optical scanner that goes right into the computer. Time cards are turned in on Fridays, and students pick up new cards on the following Mondays.

Individualized instruction requires the daily posting of student progress. This is time consuming, and must be accurate.

In place of using a grade book for recording grades, the staff member may use:

(1) An individual record card. The prescribed course work by credit hour is pre-printed on the card. As the students complete individual assignments they are graded and recorded daily, and returned to the student. (See attached Typing I card.)

(2) If a student completes only one credit or a partial credit, the card reflects this and can be used to determine where to start the student the next "regular" term he attends to complete the course.

A data processing program is included in this section that may be adaptable to your situation. A data processing program student identification must be as simple as locating and posting a student card. If the identifying student entry to the computer was by term line number and student number, this would be unworkable and the probability of error would be too great. The system should record the student's completion of a credit, and this credit should then be placed on the student's data bank of the registrar. When grades are run, then the data bank would print out a student progress, i.e., 2 credits of B in Accounting I. Since OE/OE is not identifiable with opening and closing dates of the regular quarter, the student data bank would print out a progress report. The transcript can be a record of each credit accomplishment, or the completion of the last credit can "wash" the other credits. However, recording a credit at a time is the same as recording 3 credits at a time. The student's Grade Point Average can be computed just as easily.

Students are not only interested and concerned about their own progress but also by the progress of their peers. Therefore, large progress charts posted on the wall reflecting the individual grade card data are a motivating factor. Numbers are assigned the students, and their progress and tests are recorded on these charts. Students can daily check their progress and be certain that their work has been recorded without instructor assistance and they can also compare their progress with the entire class. All this requires extra record keeping, but it is well worth it in terms of student motivation.

Almost all record keeping is done to assign a student progress grade for the goals the student has achieved. It should be noted that the grading process again involves staff thinking. All members must be present at the grading session because different instructors know different students, and there are subjective considerations to all grades whether you admit it or not. This is the most pressured part of the process because of the number of progress grades to be given. The good side of the coin is that this maintains a "fairness" that could not occur if we each had a separate class and were grading independently.

A management information system understood by the staff member and the student is one area that has to have accuracy and adequate staffing. If not the program will be demoralized.

APPENDIX H-1

COMPUTERIZED RECORD KEEPING AND GRADE CALCULATION PROJECT

by

James W. Cox
Assistant Professor

FOR OEOE TYPING 2 CLASSES

In support of a Research Project

by

Mr. John Kreitz, Chairman

Business Department

Lane Community College
Eugene, Oregon

September 25, 1974

COMPUTERIZED RECORD KEEPING AND GRADE CALCULATION
OPEN ENTRY/OPEN EXIT TYPING II

by James W. Cox

I. History

At the end of each quarter several Open Entry/Open Exit typing instructors spend several days studying individual student record cards containing scores which have been entered for assignments performed by the OE/OE Typing II students. Mr. John Kreitz, chairman of the Business Department of Lane Community College entered into a research project to study aspects of Open Entry/Open Exit and how it could be utilized on various community college campuses. This computer project was begun to support the project of Mr. Kreitz and to reduce the significant amount of time being spent on record keeping and grade calculation by the various OE/OE typing instructors.

II. Location

This project is being undertaken at Lane Community College utilizing the college's computer. This computer is a XEROX Sigma 7 computer which has facilities for punched card input as well as remote control time-sharing terminals (TS). The Business Department has two TS terminals available for student and faculty use: a video unit which can be utilized for viewing a display of one or more student records (no printed record is made, only a viewing); a teletype (TTY) unit which can do the same thing as the video but which gives a "hard copy" record of whatever is sent to the computer and whatever the computer sends back to the operator of the TTY.

III. Timing

The project programs and techniques will be available to the Lane Community College OE/OE Typing II instructors, fall quarter 1974-75 school year.

IV. Additional Feature

In addition to the creation of a data file on the system, provision is made to store the data in off-line storage (magnetic tape) which preserves it against possible disc storage failure. This also relinquishes valuable disc storage space back to the computer system when the data file is not in use.

V. Available Information

Ideas on use of the project on other campuses can be obtained by interested parties by contacting Mr. John Kreitz, chairman, or Mr. James W. Cox, assistant professor, Business Department, Lane Community College, P.O. Box 1E, Eugene, OR 97401, telephone (503) 747-4501, Ext. 291.

VI. Basic Idea of the Computerized Project

1. An initial data file is created in the computers auxiliary memory (on magnetic disc storage). This file is created from a TTY at Lane Community College but could be done from a deck of IBM punched cards. The initial

file contains: student name, social security number, term line number and section number (TLN-SEC) of the class.

2. Since the names can be input in any order, the next step is to execute a SORT program which is part of the sequence of operations. This sorts by last name and then first name.

3. A printout is then obtained from the computer room printer which displays the data for each student in addition to the computer record number for each student. The latter point is quite important and is used to quickly update student data later in the operations.
4. At this time or after updating, a specially formatted student report can be obtained from the computer printer showing the scores and grade calculations. Each student has a single page report generated on approximately eight- by fifteen- inch printer paper.
5. Updating of the student records can be done a record at a time; all records at a time; or a few at a time, depending upon the use of EDITING instructions available to the operator from the computer.
6. By requesting the data file from computer storage and then using the terminal, one or more student records can be viewed or copied (if the TTY is used) on to TTY paper.
7. Controls available to the instructor are: Calculate grades-yes/no; by each credit or accumulated credit (i.e., Cr. 1 and 2, or Cr. 1, 2, and 3). Include

student data on the computer printer/do not include on the printer report. This also permits only those students who have completed work to have reports printed thus saving paper and computer time by ignoring those not needing a printout report for the instructor.

8. Computer time to calculate grades and print the formatted report: about two minutes per fifteen students.

VII. Requirements to use these Techniques

1. An ACCURATE keypunch operator or terminal typist who cares what they are doing. (l.e., If a test grade is to be inserted into Columns 64, 65, and 66, it must be correct and placed exactly into those columns, etc.)
2. The typist must be familiar with such items as the difference between zero and the letter "oh"; and between the letter "L" and the number "1"; and have knowledge of carriage control on computer terminals and the "echo response" on computer terminals. All of these things can be shown and taught quickly, but they must be learned.

OPEN ENTRY/OPEN EXIT
Lane Community College
Business Department

H-1-6

STUDENT CALENDAR

TYPING 2

Course NO.: SS122, 2102
TLN: 1146-01, 1146-04, 1113-04
Credits: Variable 1-3
Class Hours: 0800-1500 MUWHF
1800-2030 MW

Instructors: Edith Jones
Dottie Hornsby
Betty James
Brenda Jennings
Carol Brumfield
Office Hours: To be posted
Classroom: BU 201
Term: Fall, 1974

Required Text:
Typing 75 Advanced Kit, Lloyd-Rowe-Winger.
Basic Typewriting Drills, 4th Edition, South-Western Publishing Co.

Required Material:
Typing Paper
Typing Eraser
Carbon Paper (only a few sheet for the third credit hour)

Grading Policy:
10% Techniques
20% Terminal Speed
20% Speed Improvement
40% Production
10% Tests

First Credit Hour:

To receive first credit hour you will:

1. Demonstrate basic knowledge of typing procedures.
2. Demonstrate proper manipulation of electric keyboard.
3. Type a semi-blocked letter in business display.
4. Demonstrate knowledge of tabulation by typing:
    a. open tables
    b. ruled tables
    c. boxed tables with braced headings.
5. Increase typing speed to:
    A = 45+ B = 40-44 C = 35-39
6. Improve base rate:

UNDER 40	40-49	50+	GRADE
6	5	4	A
5	4	3	B
3-4	3	2	C

Second Credit Hour:

To receive second credit hour you will:

1. Type an outline.
2. Demonstrate knowledge of proofreading symbols.
3. Type a two-page manuscript displaying proper placement of:
    a. Main headings
    b. Side headings
    c. Page numbers
    d. Margins
    e. Quoted materials
    f. Footnotes

over

4. Type long manuscript with title page.
5. Increase typing speed to:
   A = 50+ B = 45-49 C = 40-44

6. Improve base rate to:

UNDER 40	40-49	50+	GRADE
5	5	4	A
4	4	3	B
3	3	2	C

Third Credit Hour:

To receive third credit hour you will:

1. Type letters in full-block form.
2. Type letters in indented and display form.
3. Type blocked letters using display techniques.
4. Type a two-page letter.
5. Type forms.
6. Prepare resume and application form.
7. Increase typing speed to:
   A = 55+ B = 50-54 C = 45-49
8. Improve base rate to:

UNDER 40	40-49	50+	GRADE
5	4	4	A
4	3	3	B
3	2	2	C

NOTE: Grading scales will accompany each unit assignment.

Timed writings will be based on three-minute timings with three or less errors. On Friday, submit the three best timings completed during the week.

A student will be required to spend a minimum of 5 hours per week in class.

WORK WILL BE ACCEPTED THROUGH MONDAY, December 16, 1974, 8:30 p.m. of finals week.

TEST AND TIMINGS WILL BE ACCEPTED THROUGH WEDNESDAY, December 18, 1974, 8:30 p.m., of finals week.

STUDENT RECORD-OPEN ENTRY/OPEN EXIT

Typing 2 - TLN______Sec____

Page 1 of 2

NAME (Last)-Begin in Column 1, (First, M.I.)-Begin in column 16 ((all three records))

TABS ___________(FIRST CREDIT HOUR)

SSN (31) - do not input dashes
SEQ 1 (40)
GRADE C (41)
CALC ___ (42)-input Y or N
PRINT ___ (43)-input P or D

LETTERS	POINTS(do NOT input "-")
29	(44) (ex 00 or 03 or 12)
30	(46)
31	(48)
32	(50)
38	(52)
39	(54)

XTRA	CREDIT
33	(56)
34	(58)
35	(60)
36	(62)

TEST (64) (ex 0.0 or 3.0)

TABS	POINTS
14	(67)
15	(69)
16	(71)
17	(73)
18	(75)
19	(77)
20	(79)
21	(81)
22	(83)

XTRA	CREDIT
23	(85)
24	(87)
25	(89)

TEST (91) (ex 1.0 or 4.0)

TABS ___________ (SECOND CREDIT HOUR)

SSN (31) - do not input dashes
SEQ 2 (40)
GRADE ___ (41)—input C or A
CALC ___ (42)—input Y or N
PRINT 0 (43)

TLN-SEC (44)-do not input dash

OUTLINE (50) (ex 0.0 or 3.0)

DRILL (53) (ex 2.0 or 4.0)

MANUSCR (56-form) (ex 1.0 or 3.0)
(59-acc) (ex 2.0 or 4.0)

CORRESP (62-form) (ex 1.0 or 2.0)
(65-acc) (ex 3.0 or 4.0)

HOURS (68-req) (ex 05 or 70)
(70-accum) (ex 00 or 65)

	NWAM	GRADE
BASE RATE	(94) (ex 00 or 55)	(no grade in)
TERM SPEED	(96)	(98) (bbb-spaces)
IMPROVM'T	(101)	(103) (bbb-spaces)
TECHNIQUE	(no input)	(106) (ex 0.0 or 3.0)

1st CR Grade (109) (do NOT input)

	NWAM	GRADE
BASE RATE	(72)	no grade in
TERM SPEED	(74)	(76) (bbb-spaces)
IMPROVM'T	(79)	(81) (bbb-spaces)
TECHNIQUE	(no input)	(84) (ex 3.0)

2nd CR Grade (87) (do NOT input)

STUDENT RECORD-OPEN ENTRY/OPEN EXIT
Typing 2 - TLN________Sec____

NAME (Last)-Begin in Column 1, (First, M.I.)-Begin in Column 16 ((all three records))

TABS __________ (THIRD CREDIT HOUR)

SSN (31) - do not input dashes
SEQ 3 (40)
GRADE ___ (41)--input C or A
CALC ___ (42)--input Y or N
PRINT 0 (43)

LETTERS	POINTS	(do not input "-")
44	(44)	(ex 00 or 01)
45	(46)	
46	(48)	
47	(50)	
51	(52)	
52	(54)	
53	(56)	
57	(58)	
TEST	(60)	(ex 0.0 or 4.0)

FORMS	POINTS	
21	(63)	(ex 00 or 01)
23	(65)	
25	(67)	
27	(69)	
29	(71)	
31	(73)	
33	(75)	
34	(77)	
35	(79)	
40	(81)	
48	(83)	
RESUME	(85)	
APPLIC	(87)	
TEST	(89)	(ex 1.0 or 4.0)

	NWAM	GRADE
BASE RATE	(92)	(no grade input)
TERM SPEED	(94)	(96) (bbb-spaces)
IMPROVEM'T	(99)	(101) (bbb-spaces)
TECHNIQUE	(no input)	(104)(ex 0.0 or 4.0)
FINAL TECH.		(107)(ex 1.0 or 3.0)
3rd CR Grade		(110) (do not input)

```
DATE:                                               TYPING 2-OPEN ENTRY/OPEN EXIT
STUDENT NAME:                        STUDENT NO.:    TLN:    SECTION:
HENDRY           ALBERTA             143-36-4508     1146        01
----------------------------------- PRODUCTION -----------------------------------  -------------------
FIRST CREDIT HOUR               SECOND CREDIT HOUR    THIRD CREDIT HOUR            # 1ST CREDIT HR    2ND
                                                                                   #
LETTERS PTS  TABULATION  PTS     ITEM         GRADE    LETTERS PTS     FORMS   PTS #  PRODUCTION:     PR
   29  -  0      14     -  1    OUTLINE        4.0       44  -  0      21     -  0 #
   30  -  1      15     -  0    PROOF RDG DRL  4.0       45  -  0      23     -  0 # PROD    1.6      PRO
   31  -  0      16     -  0    MANUSCRIPT     4.0       46  -  0      25     -  0 # TESTS    .4
   32  -  0      17     -  0    CORR. MANUAL   4.0       47  -  0      27     -  0 #
   38  -  0      18     -  0                             51  -  0      29     -  0 #
   39  -  0      19     -  1                             52  -  0      31     -  0 #
 TOTAL -  1      20     -  2                             53  -  0      33     -  0 # SP-IMP-TECH:     SP-
 GRADE  4.0      21     -  0                             57  -  0      34     -  0 #
 TEST   4.0      22     -  0                           TOTAL -  0      35     -  0 # TERM SPD 52      TER
               TOTAL    -  4                           GRADE   .0      40     -  0 # IMPROVE   5      IMP
               GRADE     4.0                           TEST    .0      48     -  0 # TECHNIQ 4.0      TEC
               TEST      4.0                                          RESUME  -  0 #
XCREDIT                                                               APPLIC  -  0 #
   33  -  0    XCREDIT          -------------------                   TOTAL   -  0 #
   34  -  0      23     -  0    |PRACTISE HOURS:  |                   GRADE     .0 #
   35  -  0      24     -  0    |                 |                   TEST      .0 # 1ST              2ND
   36  -  0      25     -  0    |COURSE REQD    0 |                                # CREDIT           CRE
 TOTAL -  0     TOTAL   -  0    |COURSE ACCUM:  0 |                                # GRADE    A       GRA
 GRADE   .0     GRADE     .0    -------------------                                #
                                                                                   #
-------------------------- SPEED-IMPROVEMENT-TECHNIQUES -------------------------- #
                                                                                   #
            NWAM GRADE                      NWAM GRADE                 NWAM GRADE  #
 BASE RATE     47                BASE RATE    52           BASE RATE    52         #
 TERM SPEED    52   4.0          TERM SPEED   52   4.0     TERM SPEED     0     .0 #
 IMPROVEMENT    5   4.0          IMPROVEMENT   0    .0     IMPROVEMENT    0     .0 #
 TECHNIQUES         4.0          TECHNIQUES         .0     TECHNIQUES           .0 #
                                                                                   #
                                                                                   #
                                                         FINAL TERM SPEED     0    #
                                                         FINAL IMPROVEMENT    0    #
                                                         FINAL TECHNIQUES    .0    #
                                                                                   #
MANUALLY ENTERED COMMENTS BY INSTRUCTOR:                                           #
```

```
               TYPING 2-OPEN ENTRY/OPEN EXIT                                      PAGE     7
TUDENT NO.:     TLN:    SECTION:
43-36-4508      1146        01
ODUCTION ----------------------------------  ------------------- GRADING ----------------------
 CREDIT HOUR    THIRD CREDIT HOUR            # 1ST CREDIT HR     2ND CREDIT HR     3RD CREDIT HR
                                             #
         GRADE   LETTERS PTS      FORMS  PTS #  PRODUCTION:       PRODUCTION:       PRODUCTION:
E        4.0        44  -  0      21    -  0 #
RDG DRL  4.0        45  -  0      23    -  0 # PROD     1.6      PROD     4.0      PROD       .0
RIPT     4.0        46  -  0      25    -  0 # TESTS     .4                        TESTS      .0
MANUAL   4.0        47  -  0      27    -  0 #
                    51  -  0      29    -  0 #
                    52  -  0      31    -  0 #
                    53  -  0      33    -  0 # SP-IMP-TECH:      SP-IMP-TECH:      SP-IMP-TECH:
                    57  -  0      34    -  0 #
                 TOTAL  -  0      35    -  0 # TERM SPD 52       TERM SPD 52       TERM SPD  0
                 GRADE    .0      40    -  0 # IMPROVE   5       IMPROVE   0       IMPROVE   0
                 TEST     .0      48    -  0 # TECHNIQ 4.0       TECHNIQ  .0       TECHNIQ  .0
                                  RESUME -  0 #
                                  APPLIC -  0 #
-------------                     TOTAL  -  0 #
ISE HOURS:  |                     GRADE     .0 #
            |                     TEST      .0 # 1ST               2ND               3RD
E REQD    0 |                                  # CREDIT            CREDIT            CREDIT
E ACCUM:  0 |                                  # GRADE     A       GRADE     C       GRADE
-------------                                  #
                                               #
VEMENT-TECHNIQUES ---------------------------- #
                                               #
        NWAM GRADE                 NWAM GRADE  #
RATE     52          BASE RATE      52         #
SPEED    52   4.0    TERM SPEED      0     .0  #
VEMENT    0    .0    IMPROVEMENT     0     .0  #
IQUES          .0    TECHNIQUES            .0  #
                                               #
                                               #
                   FINAL TERM SPEED       0    #
                   FINAL IMPROVEMENT      0    #
                   FINAL TECHNIQUES      .0    #
                                               #
OR:                                            #
```

```
DATE:                                                       TYPING 2-OPEN ENTRY/OPEN EXIT
STUDENT NAME:                                STUDENT NO.:   TLN:     SECTION:
DITLEFSEN       BARBARA                      544-36-6115    1146        01
---------------------------------------- PRODUCTION --------------------------------------   -------------------
FIRST CREDIT HOUR                    SECOND CREDIT HOUR    THIRD CREDIT HOUR               # 1ST CREDIT HR    2ND
                                                                                           #
LETTERS PTS   TABULATION   PTS       ITEM             GRADE   LETTERS PTS         FORMS  PTS #  PRODUCTION:      PR
   29  -  0       14     -  0       OUTLINE            .0       44  -  0          21    -  0 #
   30  -  0       15     -  0       PROOF RDG DRL      .0       45  -  0          23    -  0 # PROD      .0      PRO
   31  -  0       16     -  0       MANUSCRIPT         .0       46  -  0          25    -  0 # TESTS     .0
   32  -  0       17     -  0       CORR. MANUAL       .0       47  -  0          27    -  0 #
   38  -  0       18     -  0                                   51  -  0          29    -  0 #
   39  -  0       19     -  0                                   52  -  0          31    -  0 #
 TOTAL -  0       20     -  0                                   53  -  0          33    -  0 # SP-IMP-TECH:      SP
 GRADE   .0       21     -  0                                   57  -  0          34    -  0 #
 TEST    .0       22     -  0                                 TOTAL -  0          35    -  0 # TERM SPD  0       TE
               TOTAL     -  0                                 GRADE   .0          40    -  0 # IMPROVE   0       IM
               GRADE       .0                                 TEST    .0          48    -  0 # TECHNIQ   .0      TE
               TEST        .0                                                   RESUME  -  0 #
XCREDIT                                                                         APPLIC  -  0 #
   33  -  0    XCREDIT              -------------------                         TOTAL   -  0 #
   34  -  0       23     -  0       |PRACTISE HOURS:   |                        GRADE     .0 #
   35  -  0       24     -  0       |                  |                        TEST      .0 # 1ST              2N
   36  -  0       25     -  0       |COURSE REQD     0 |                                       # CREDIT           CR
 TOTAL -  0    TOTAL     -  0       |COURSE ACCUM:   0 |                                       # GRADE     IP     GR
 GRADE   .0    GRADE       .0       -------------------                                      #
                                                                                             #
-------------------------- SPEED-IMPROVEMENT-TECHNIQUES -------------------------- #
                                                                                             #
                  NWAM GRADE                          NWAM GRADE                       NWAM GRADE #
 BASE RATE        59                  BASE RATE       0                 BASE RATE      0         #
 TERM SPEED        0     .0           TERM SPEED      0     .0          TERM SPEED     0      .0 #
 IMPROVEMENT       0     .0           IMPROVEMENT     0     .0          IMPROVEMENT    0      .0 #
 TECHNIQUES              .0           TECHNIQUES            .0          TECHNIQUES            .0 #
                                                                                             #
                                                                                             #
                                                                 FINAL TERM SPEED      0     #
                                                                 FINAL IMPROVEMENT     0     #
                                                                 FINAL TECHNIQUES     .0     #
                                                                                             #
MANUALLY ENTERED COMMENTS BY INSTRUCTOR:                                                     #
```

```
               TYPING 2-OPEN ENTRY/OPEN EXIT                            PAGE     6
STUDENT NO.:    TLN:    SECTION:
544-36-6115     1146       01
RODUCTION ----------------------------------  -------------------- GRADING -------------------
D CREDIT HOUR    THIRD CREDIT HOUR           # 1ST CREDIT HR   2ND CREDIT HR    3RD CREDIT HR
                                             #
          GRADE   LETTERS PTS    FORMS   PTS #  PRODUCTION:     PRODUCTION:      PRODUCTION:
NE         .0       44  =   0      21     =   0 #
 RDG DRL   .0       45  =   0      23     =   0 # PROD    .0      PROD     .0      PROD     .0
CRIPT      .0       46  =   0      25     =   0 # TESTS   .0                       TESTS    .0
 MANUAL    .0       47  =   0      27     =   0 #
                    51  =   0      29     =   0 #
                    52  =   0      31     =   0 #
                    53  =   0      33     =   0 # SP-IMP-TECH:    SP-IMP-TECH:     SP-IMP-TECH:
                    57  =   0      34     =   0 #
                  TOTAL =  0       35     =   0 # TERM SPD  0     TERM SPD  0      TERM SPD  0
                  GRADE   .0       40     =   0 # IMPROVE   0     IMPROVE   0      IMPROVE   0
                  TEST    .0       48     =   0 # TECHNIQ  .0     TECHNIQ  .0      TECHNIQ  .0
                                 RESUME =   0 #
                                 APPLIC =   0 #
---------------                  TOTAL  =   0 #
TISE HOURS:   :                  GRADE     .0 #
              |                  TEST      .0 # 1ST             2ND              3RD
SE REQD    0  |                               # CREDIT          CREDIT           CREDIT
SE ACCUM:  0  |                               # GRADE     IP    GRADE            GRADE
---------------                               #
                                              #
OVEMENT-TECHNIQUES ------------------------   #
                                              #
       NWAM GRADE                    NWAM GRADE #
E RATE    0            BASE RATE    0         #
M SPEED   0    .0      TERM SPEED   0    .0   #
ROVEMENT  0    .0      IMPROVEMENT  0    .0   #
HNIQUES        .0      TECHNIQUES        .0   #
                                              #
                                              #
                    FINAL TERM SPEED     0    #
                    FINAL IMPROVEMENT    0    #
                    FINAL TECHNIQUES    .0    #
                                              #
CTOR:                                         #
```

APPENDIX H-2

RECORD REQUIREMENTS

H-2-1

OPEN ENTRY/OPEN EXIT TYPING
Business Department

f/74
Typing Center

GENERAL INFORMATION

Priority Hours:

Due to the limited number of typewriters, only 50 students can be accommodated during any one hour. You have been given a card to reserve a typewriter during the hour you have selected to attend typing. Each day place this priority card in front of the machine.

Attendance Policy:

A minimum of five hours per week is required. Attendance will be recorded on your time card; therefore, it is very important for you to remember to punch in when you come to typing and punch out when you leave. Your time cards are to be kept in your folders.

If you are absent, time may be made up between the hours of 0800 - 1500 and (1800 - 2030 MW evening).

Grading Policies:

Typing 1	10% Typing Techniques	
	30% Speed and accuracy	
	30% Production	
	30% Tests	
Typing 2	10% Techniques	40% Production
	20% Terminal Speed	10% Tests
	20% Speed Improvement	
Typing 3	10% Techniques	20% Speed Improvement
	20% Terminal Speed	50% Production

Lecture Schedule:

Lectures will be scheduled weekly. Check student record card for lecture schedule.

Skill Building:

10 to 15 minutes a day should be spent in the skill building area using Basic Typewriting Drills or drills assigned by an instructor. This time should also be used for taking timings.

Handing in Work:

Stations have been set up for Typing 1, 2, 3. Be sure to hand in your papers at the correct station. BE SURE your name is on each paper.

Receiving corrected papers:

Corrected papers will be placed in your individual folders.

OPEN ENTRY/OPEN EXIT
Business Department
Lane Community College

STUDENT CALENDAR

TYPING 1

Course No.:	SS121, 2101	**Instructors:**	Edith Jones Dottie Hornsby Betty James Brenda Jennings Carol Brumfield
TLN:	1145-01, 1145-03, 1112-03	**Office Hours:**	To be posted
Credits:	Variable 1-3	**Classroom:**	BU 201
Class Hours	0800-1500 MUWHF 1800-2030 MW	TERM:	Fall, 1974

Text:

Typing 75 Basic Kit (Lloyd-Rowe-Winger)

Supplies:

Typing Paper (No erasable paper)
Typing Eraser (after Lesson 24)

Grading Policy:

30% Production typing
30% Tests
30% Speed
10% Technique

First Credit Hour:

To receive first credit hour you will:

1. Complete Lessons 1 through 24.
2. Pass general knowledge and typing test with 85 per cent accuracy.
3. Demonstrate proper typing techniques.
4. Manipulate the keyboard using the touch system.
5. Center copy vertically and horizontally.
6. Display techniques: spread centering, aligning numbers, indenting, block centering, paragraph centering, pivoting and underscoring.
7. Type at the following rates: (one minute with one error)
   A = 25 wpm   B = 20 wpm   C = 15 wpm

Second Credit Hour:

To receive second credit hour you will:

1. Identify letter parts.
2. Set up Business and Personal letters in block style.
3. Demonstrate proper erasing technique.
4. Produce a mailable letter of average length with all errors corrected within 10 to 15 minutes.
5. Address large and small envelopes, and type postal card.
6. Demostrate proper folding and insertion of letter into envelope.
7. Increase typing speed to: (three minutes with three errors)
   A = 30 wpm   B = 25 wpm   C = 20 wpm

over

STUDENT CALENDAR

Third Credit Hour:

To receive third credit hour you will:

1. Set up tabulated tables using columnar headings.
2. Type an outline.
3. Type listed enumerations.
4. Type an invoice.
5. Type a telegram.
6. Increase typing speed to: (three minutes with three errors)
   A = 40 wpm B = 35 wpm C = 30 wpm

PROGRESS GUIDE

In order to receive three full credits in typing 1, the required work outlined in the Student Calendar must be completed. The following Progress Guide is a suggested time schedule which, if followed, will assure you of full credit.

Week	1	Lesson 1-2-3
Week	2	Lesson 4-5-6-7
Week	3	Lesson 8-9-10-11-12
Week	4	Lesson 13-14-15-16-17
Week	5	Lesson 18-19-20-21-22
Week	6	Lesson 23-24 Review/Test for one credit hour
Week	7	SKILL BUILDING
Week	8	Letters
Week	9	Envelopes/Postal Cards/Test for second credit hour
Week	10	Tabulation/Outline/Enumerations
Week	11	Invoices/Telegrams/Review/Test for third credit hour

NOTE: WORK WILL BE ACCEPTED THROUGH MONDAY, December 16, 1974, 8:30 p.m., of finals week.

TESTS AND TIMINGS WILL BE ACCEPTED THROUGH WEDNESDAY, DECEMBER 17, 1974, 8:30 p.m., of finals week.

OPEN ENTRY/OPEN EXIT
Lane Community College
Business Department

f/4

TYPING 1

LECTURES FOR FIRST HOUR OF CREDIT

I. Lecture # 1 (Lesson 1)

- a. Cover grading of first 5 lessons. How to turn in work meaning of - and +
- b. Set margins at 30-75
- c. Strikeovers
- d. Approaching new key
- e. Keep typing rythmic
- f. No erasing (errors not considered)
- g. Parts of the kit (workguide optional - keep for supplies for 2nd and 3rd credit assignments.
- h. Finishing lines

II. Lecture # 2 (Lesson 5)

- a. Grading = + and - situations
- b. Margin settings - do study guide
- c. Timings. Use "Measure Your Progress" on lesson you are completing. Take timings on yellow paper and turn in your best three on Friday or last day of class.
- d. Wall progress charts.

III. Lecture # 3 (Lesson 11)

- a. Paragraphing
- b. Tabulation
- c. Centering horizontally
- d. Typing in all caps
- e. Speed goal/accuracy goal

IV. Lecture # 4 (Lesson 15)

a. Centering vertically

b. Paragraph copy centering

c. Block centering (go over heading)

d. Spread centering

e. Lessons 21-24 contain review material. (If you need help, ask)

f. Don't use centering arrows shown on assignments.

V. Lecture # 5 (Lesson 24)

a. Review for test - study guide

b. Explain retakes for tests and grading on retakes

H-2-6

OPEN ENTRY/OPEN EXIT
Lane Community College
Business Department

2/4

TYPING 1

LECTURES FOR SECOND HOUR OF CREDIT

I. Letters Lecture # 6 (After 1st credit test)

- a. Skill building sheet-procedure for warmups and timings
- b. Parts of a letter (Use current date on all letters)
- c. Vertical and horizontal placement
- d. Block style letters
- e. Pivoting dateline
- f. Difference berween personal and business letter
- g. Initials
- h. More technical parts of a letter:
    1. Attention line
    2. Subject line
    3. Firm name in closing
    4. Enclosure notation
    5. "CC" notations
- i. Envelopes and folding of letters
- j. 2-letter state abbreviations
- k. Workguide--will find material needed in here (may type on plain shee if first copy if ruined.
- l. Erasing - mover carriage to let crumbs fall - if you do not have a selectric.
- m. Grading policy:
    1. Neat erasures
    2. Right margins
    3. Don't follow proofguide
- n. Line length for short, medium, long letters

Third Credit Hour:

1. Tables:
    a. Vertical and horizontal placement
    b. Centering column titles
2. Forms:
    a. Typing on lines
    b. Invoice
    c. Outlines

OPEN ENTRY/OPEN EXIT
Lane Community College
Business Department

ss/74

TYPING 1

CHALLENGE EXAM REVIEW

First Credit Hour:

1. Written:
   - a. Vertical
   - b. Horizontal
   - c. Margin settings (both pica and elite)
   - d. Single, double, and triple spacing
2. Typewritten:
   - a. Block
   - b. Paragraph
   - c. Spread
   - d. Vertical
   - e. Horizontal

Second Credit Hour:

1. Letters:
   - a. Personal vs. business
   - b. Block style
   - c. Margin settings for short and average length letters
   - d. Envelopes - large and small
   - e. Pivoting dateline

OPEN [illegible]TRY/OPEN EXIT
Lane Community College
Business Department

FIRST CREDIT HOUR

LESSONS		GROUP DISCUSSIONS
1	____	(1) ________
2	____	
3	____	
4	____	
5	____	(2) ________
6	____	
7	____	
8	____	
9	____	
10	____	
11	____	(3) ________
12	____	
13	____	
14	____	
15	____	(4) ________
16	____	
17	____	
18	____	
19	____	
20	____	
21	____	
22	____	
23	____	
24	____	(5) ________

WRITTEN TEST ________

TYPING TEST ________

Required hours
(5 per week) ________

Actual hours ________

TYPING 1

NAME ____________
SS ____/____/____

SECOND CREDIT HOUR
Production Typing (30%)
Tests (30%)

LETTERS		GROUP DISCUSSION
1	____	(6) ______
2	____	
3	____	
4	____	
5	____	
17	____	Envelope ____
20	____	Envelope ____

POSTAL CARD ____

TEST ____

EXTRA LETTERS ____
____ ____
____ ____
____ ____
____ ____

TABU

OUTL

ENUM

INVO

TELE

f/7

1 Credit Hour_____
2 Credit Hour_____
3 Credit Hour_____

FINAL GRADE _____

TYPING 1

NAME______________________________
SS____/____/____

SECOND CREDIT HOUR

Production Typing (30%)
Tests (30%)

LETTERS

1 _____
2 _____
3 _____
4 _____
5 _____
17 _____ Envelope_____
20 _____ Envelope_____

GROUP DISCUSSION
(6) _______

POSTAL CARD _____

TEST_____

EXTRA LETTERS _____
___ _____
___ _____
___ _____
___ _____

THIRD CREDIT HOUR

TABULATION

1 _____
2 _____
3 _____
4 _____
___ _____
___ _____
___ _____

GROUP DISCUSSION
(7) _______

OUTLINE _____

ENUMERATIONS _____

INVOICES _____
_____

TELEGRAMS _____
_____

TEST _______

STUDENT RECORD NAME ____________________

RECORD 3 timed writings per week. Typing 1 use Measure Your Progress Drill in lesson you are completing. Typing 2 and 3 timed writings will be assigned. These timings may be accomplished by pacer, tape, or instructor.

SUBMIT to instructor timed writings with 3 fewer errors.

DATE	1 Min.		3 Min.		DATE	1 Min.		3 Min.	
	Sp	Acc	Sp	Acc		Sp	Acc	Sp	Acc

WEEK	1 Min	3 Min	WEEK	1 Min	3 Min
1			6		
1			6		
1			6		
2			7		
2			7		
2			7		
3			8		
3			8		
3			8		
4			9		
4			9		
4			9		
5			10		
5			10		
5			10		

First Credit Hour:	A = 25 wpm	B = 20 wpm	C = 15 wpm
Second Credit Hour:	A = 30 wpm	B = 25 wpm	C = 20 wpm
Third Credit Hour:	A = 40 wpm	B = 35 wpm	C = 30 wpm

First Credit Hour typing speeds will be computed on one-minute timings with 1 error or less. Second and Third Credit Hour typing speeds will be computed on three-minute timings with three or fewer errors.

NAME________________________________

k. Typing 1 use Measure Your Progress Drill in lesson you are completing. Typing 2 and 3 timed writings will be assigned. These timings may be accomplished by pacer, tape, or instructor.
ings with 3 fewer errors.

ATE	1 Min.		3 Min.			1	3		1	3
	Sp	Acc	Sp	Acc	WEEK	Min	Min	WEEK	Min	Min
					1			6		
					1			6		
					1			6		
					2			7		
					2			7		
					2			7		
					3			8		
					3			8		
					3			8		
					4			9		
					4			9		
					4			9		
					5			10		
					5			10		
					5			10		

B = 20 wpm C = 15 wpm

B = 25 wpm C = 20 wpm

B = 35 wpm C = 30 wpm

l be computed on one-minute timings with 1 error or less.
speeds will be computed on three-minute timings

TYPING RATES (30%)

FINAL TYPING SPEEDS

First Credit Hour______

Second Credit Hour______

Third Credit Hour______

Typing Techniques (10%)

______

H-2-9a

H-2-10

SAMPLE REPORT FORM

146 PROGRESS CHART

SUBJECT ____________

INSTRUCTOR ____________

NUMBER OR NAME

PACKAGE TITLE

⧄ DEMONSTRATED

⊠ ASSIGNED

■ OPERATION COMPLETED

14

HART

SUBJECT ________________

INSTRUCTOR 147

RATED

D

ON COMPLETED

147

SAMPLE REPORT FORM

H-2-11

SUBJECT AREA 10

N NUMBER   STUDENT NAME

STUDENT MASTER RECORD   Airframe

STARTING DATE

SUBJECT AREA	SCHEDULED CLOCK HOURS	MINIMUM CLOCK HOURS	EXPERIENCE HOURS DOCUMENTED	CLOCK HOURS ATTENDED	TOTAL CLOCK HOURS CREDITED
Cabin Atmosphere Control Systems	35	31			

ACTION LINE	SCORE
a. Repair heating, cooling, air conditioning, pressurization, and oxygen system components. (Level 1)	
b. Inspect, check, troubleshoot, service, and repair heating, cooling, air conditioning, and pressurization systems. (Level 1)	
c. Inspect, check, troubleshoot, service, and repair oxygen systems. (Level 2)	

EVALUATION	
PERFORMANCE GRADE (AVERAGE)	

STUDENT SIGNATURE INDICATING COMPLETION

INSTRUCTOR VERIFY SATISFACTORY COMPLETION OF ASSIGNMENTS   DATE

TO BE FILED WITH STUDENT PERMANENT RECORDS

REFER TO INSTRUCTION SHEET(S)

Department ____________________ Course # ____________ Instructor ________

PROGRESS CHART - I

Units of Study	Defined Outcomes						
	1	2	3	4	5	6	7

Student's Name ____________________

Date Enrolled ____________________

Course # ____________ Instructor ____________

PROGRESS CHART - I

	Defined Outcomes									
	1	2	3	4	5	6	7	8	9	10

GUIDELINES FOR DUPLICATION OF MATERIALS

SUPPORT PLANNING

If you are to get help, involve support people early. Keep technology in perspective. A lot can be done without it. Television has advantages and disadvantages. For certain programs, its advantages may outweigh its disadvantages, and vice-versa. Ask yourself, do I need motion? Ninety-eight times out of a hundred the answer is no. Ask yourself, is sound required? Ninety-eight times out of a hundred the answer is no. This means that most of the materials can be in written format, easily transported, easily changed, and easily duplicated. If you are going to use the electronic media or film, use them well, but make sure you have to use them and make sure you select the right media. It is a rather interesting thing that as you move up in cost you move down in flexibility. The most expensive media are the least flexible. You cannot internally branch television. You cannot internally branch film. You have some flexibility with audio tape but not much. If you are designing programs that are going to adjust internally to individual differences, technology at times can get in your way. There are many better ways of using the dollar.

Expect the unexpected. Remember Murphy's law, "If it can go wrong it will." There have been snow storms on days when all the students had to do something outdoors. Fuses and circuit breakers have blown during the electronics presentations and the fuse boxes could not be found. There was an instance of a staff member who was not expecting a baby for two months, but forgot to tell it to the baby, and was not there for the first day of class orientation. There are ridiculous and delightfully frustrating problems with the computers that are too numerous to cite. There will be times when you literally will move faculty out of OE/OE and SPII. When you find the staff who are trying to do the job, you do everything you can to support them and help them in a variety of ways. There is no way you can have OE/OE and SPII learning if the staff does not care. There is no directive or order that can give it to you.

One of the greatest changes in staff thinking that they become aware of is the amount of cooperation that is needed among OE/OE instructors and all members of the staff. This is an extremely essential part of classroom management. It is not to be implied that this is a disadvantage. To the contrary, it works to their advantage in the long run, but initially it serves to be more of a bother, for the staff is now dependent upon other staff members in planning and evaluating courses. No longer can they sit back and whip up a new lecture for the next day, or get up and talk for twenty minutes until they get an idea. There is compromise that will have to be made in attitudes dealing with course content and presentation, and weighted grades. They have become a member of a team.

INSTRUCTIONAL DEVELOPMENT ASSISTANCE

Much like a young actor standing center stage, perhaps bemused, yet waiting in a half-timid, half-bold, partly apprehensive, partly eager manner, the learner also stands at center stage waiting. The instructor, like the director of a play, with thousands of props (resources) at his command, will make decisions which spell growth or stagnation, performance or pretense. He, like the director, can furnish a learning environment in most any way he sees fit to enable the best performance. But what arrangement should he choose?

This is the point where Instructional Development can help. Instructional Development is a process for making decisions about instruction. Just as the producer of the play takes time to plan with care and imagination to bring about the best possible performance, the instructor can use his time to prepare the instruction in every detail. This, then, means Instructional Development is concerned with decisions made before the opening performance. It is a matter of designing and rehearsing the instruction until it is ready to do the job. On opening night the critics will gather to judge the performance; this parallels the instructional aspect called evaluation.

There are three kinds of information needed upon which instructors should make sound decisions. They must know about the learner. Their decision will be influenced by student interests; ways in which he learns--his cognitive style. Cultural and intellectual backgrounds make a crucial difference, as may the knowledge of present expected performance levels. Second, performance, itself, will help determine design. Is motor activity a measure of performance, or will we be able to infer performance?

A third kind of information necessary in choosing the right learning environment concerns itself with constraints of choices. They may identify the "ideal" and be forced to surrender to limitations of resources available. They must not let an impoverished environment trap them into second-rate designs.

If the instructors have the information about the learner and the student learning objectives clearly in mind, they can use that information to whittle down the vast range of things that go into a Self-Paced Individualized Instruction learning environment. In the beginning, everything is possible. The instructors can pick any medium. They can choose strategies from convergent to divergent, individualized to small or large groups. They can have plain facilities or elegantly-treated learning castles. They can select wet or dry carrels, closed classes or home study. The world is their apple. Out of all of this, and much more, they must choose the approach which will work best for our particular learners and this specific learning task without exceeding the constraints placed upon the department. Common sense will furnish many of the answers.

Among other things, Instructional Development (ID) will not hesitate to call on research in seeking answers to design problems. And, certainly the instructional developer will not overlook the newly developed strategies or evolution approaches. But Instructional Development will not embrace a technique merely because it is new. Robert Mager recently stated,...the Instructional Developer "doesn't give a rusty zipper about whether the procedures he is using are new. He cares only whether they work." The Instructional Developer is interested solely in getting the instructional job done in a way that benefits the learner the most and costs the least in time and other resources.

In summary, Instructional Development is a "process of facilitating human learning through systematic development, utilization, and management of learning resources, which includes people, processes, and media in an educational setting."

GOALS AND OBJECTIVES

"Learn by doing" is a key phrase in establishment of goals and objectives for Instructional Development. The goal of Instructional Development is not to bring conformity to all instruction, but to help the instructional staff identify the population to be served; complete a needs assessment in outlining the course content to meet student needs; explore appropriate systems of delivery; give guidance in development of materials, do content evaluation; evaluate and observe the pre-defined outcomes; and finally determine if the desired level of mastery has been made. Specific long-range goals include the following:

(1) Develop and maintain a close rapport between faculty and instructional personnel.

(2) Design, implement, and promote a simple and effective process for funding and planning curriculum changes.

(3) Design, develop, and implement in conjunction with institutional research a system for determining the

relevancy of proposed changes in college courses and curricula.

(4) Facilitate and assist the faculty in implementing the most effective learning environments and systems for their students.

(5) Analyze the cost/benefit implications of proposed curriculum changes and assist the faculty in implementing changes that are not only relevant and effective but cost/effective as well.

(6) Design and implement a program to increase the instructional development skills of the faculty.

Near term goals of Instructional Development should be:

(1) Develop a manual for instructional development including: a) guidelines for submission and assessment of idea papers, b) a paradigm for systematic needs assessment, c) a demographic identification system, d) a model for course content guides, and e) other items beneficial to faculty in their efforts to improve instruction.

(2) Assist in the development and evaluation of new proposals as time and resources will allow.

(3) Assist faculty in the development of course content guides for their courses as time and resources will allow.

In summary, Instructional Development should, through the cooperative effort of faculty and instructional development personnel, create and maintain instructional programs that are highly relevant to the mission of the college, most effective in achieving the objectives of that mission and as efficient as possible. The Division of Instructional Development or Instructional Development will vary from college to college, but it is important to realize there is someone with an instructional technologist background to work with. This office, no matter what you call it, should stimulate, support, and bring the total resources of the college to assist staff members in development of instructional materials. In short, the expertise, if available, will be found in this office.

DUPLICATION OF MATERIALS

Mass duplication and availability of materials is a sizable problem that has to be solved in Open Entry/Open Exit and Self-Paced Individualized Instruction (OE/OE and SPII). The instructor has to deal with the bulk of writing the materials as well as planning the supportive audio-visual and resource center materials needed to carry out an on-going individualized program.

There are many ways of getting materials duplicated, and it will be up to you to decide on those that fit your situation best. Constraint factors that staff have to consider are:

a) TIME-State and national materials require ordering much in advance as time must be allowed for orders to be approved, mailing time to the user, and time for orders to be filled and mailed back to the user.

Local orders require typing or set-up time and depend on college equipment available and staff trained to operate it (demands on their time, number of staff and requests made). There are usually some formal procedures to follow in making requests of the local facilities.

b) QUALITY-Students are faced with mounds of printed, purple dittoed materials, books, newspapers, etc. They are also exposed to the attractive campaigns for attention published by magazine, movie and television writers. Something about the material needs to attract and hold the student's attention. If the student can't read the material easily, if materials are in the wrong order, if there are too many separate materials to find and handle, the student will be frustrated and so will you. Copies should be clear and as near to the original or professional as possible. This adds validity and maintains interest.

c) COST-The cost of packages is a variable that must confront your source or sources of money. The range of prices in available materials is wide and constantly changing so it is always best to check often with your sources. Usually the more localized the source of duplication, the less expensive it is.

Check into all possible sources of money, such as textbook funds, individual departmental budgets, library funds, school supply budgets, state funding, and that of inter-district centers. Some vocational printshops will print materials at their cost.

d) QUANTITY-Some instructors have found individual students do not need or want to keep copies of packages they have used. Other staff members have budgets that demand students share copies of the packages. Others have duplication or storage problems that prevent them from using too many package copies. Some have found that laminating sample copies and having printed worksheets will work satisfactorily. Others have students make a reference notebook on the basis of the packages the student has done.

Remember that SPII packages do create a certain amount of bulk, and will need to be stored so they are organized and easily accessible. Consider this in deciding the quantity needed. An instructional support material need today is meaningless to the student if delivered three days after its need. A convenient and close storage area is of the utmost importance.

e) COPYRIGHT LAWS-Duplication of copyrighted materials is best done by obtaining permission by phone or letter from the agency that copyrighted the materials. Permission by letter is always to be preferred. Small adaptations can be done without problems, as the material is there to be USED!

SOURCES FOR DUPLICATION

There are many available sources for getting materials duplicated, or for purchasing Self-Paced Individualized Instruction (SPII) materials. It will be up to you to decide which is best in locale, time, money and quality for your program. Almost every staff member has some kind of help available locally, statewide and nationally, if he can locate it. Listed below are some suggestions to use to help you locate your sources. Add to this list any information you have received on individualized materials. Circle those that may apply to you. LOCAL SOURCES-Each community college is organized differently; however, here are some sources for package duplication and audio-visual and supportive materials that you might find. You can get audio/video supportive assistance from Instructional Technologists, Materials Center Personnel, Media Specialists, Aides, and advanced students. The processes available to you for SPII duplication are multilith, mimeograph, Xerox, ditto, and printing press. This can be accomplished by yourself, aides, specialists, clerical staff or by college sub-contract.

STATE SOURCES-Oregon has begun to develop many SPII materials. New disciplines are being added all the time. Much has been accomplished, but there is still much to be done. Listed on the following pages are packages that have been developed statewide; where they can be purchased; audio-visual aids in the process of being developed; and subject areas where they are available.

SUBJECT AREA	PEOPLE TO CONTACT	PACKAGES AND WHERE AVAILABLE	AUDIO-VISUAL
Electronics	Dan Leithoff Clackamas Com. Col. 19600 S. Molalla Ave. Oregon City, OR 97045	I.C.E. (Individualized Curriculum for Electronics)	Northwest Educ. Regional Lab. 710 S.E. Second Portland, OR 97204
	Bob Lehman Clackamas Com. Col. 19600 S. Molalla Ave. Oregon City, OR 97045	Available from: Rollie Smith Continuing Educ. Publ'ns-Waldo 100 Corvallis, OR	
	Mel Circle Chemeketa Com. Col. Salem, OR		
	Sam Cumpston SWOCC Coos Bay, OR		
Metals	John Neely Lane Com. Col. 4000 E. 30th Ave. Eugene, OR 97405	I.L.S. (Instruct'l Learning Systems Available from: Continuing Educ. Publ'ns-Waldo 100 Corvallis, OR	
	Roland Myers Lane Com. Col. 4000 E. 30th Ave. Eugene, OR 97405		
Accounting	Violet Johnson Lane Com. Col. 4000 E. 30th Ave.	Self-Paced Individualized Accounting	10 Gen. Principle Acctg. Visual Tapes 10-30 minutes
Auto Mechanics	Howard Dull Lane Com. Col. 4000 E. 30th Ave. Eugene, OR 97405	I.L.S. (Instruct'l Learning Systems) Available from: Continuing Educ. Publ'ns-Waldo 100 Corvallis, OR	
	Joe Durland Clackamas Com. Col. 19600 S. Molalla Oregon City, OR 97045		
Body-Diesel	Marc Essic Clackamas Com. Col 19600 S. Molalla Ave. Oregon City, OR 97045	I.L.S. (Instruct'l Learning Systems) Available from: Continuing Educ. Publ'ns-Waldo 100 Corvallis, OR	Marc Essic has audio-video tapes he will copy if you send a blank one.
	Mike Foy Lane Com. Col. 4000 E. 30th Ave. Eugene, OR 97405		

SUBJECT AREA	PEOPLE TO CONTACT	PACKAGES AND WHERE AVAILABLE	AUDIO-VISUAL
Drafting	Lee Turpin Clackamas Com. Col. 19600 S. Molalla Ave. Oregon City, OR 97045	I.C.D. (Individualized Curriculum for Drafting) Available from: Rollie Smith Continuing Educ. Publ'ns-Waldo 100 Corvallis, OR	
	Dave Miller Linn-Benton Com. Col. P.O. Box 249 Albany, OR 97321		
	Elmer Card Portland Com. Col. 1200 SE 49th Ave. Portland, OR 97219		
Work Experience	Jerry Leadham Specialist in Coop. Work Experience Oregon Dept of Ed. 942 Lancaster Dr. NE Salem, OR 97310		
	Gene Itzen Clatsop Com. Col. 16th and Jerome Astoria, OR 97103		
Business	Helen Swanson Blue Mountain Com. Col. 2411 Garden Ave. NW Pendleton, OR 97801	Commercial Shorthand	
	Betty James Lane Com. Col. 4000 E. 30th Ave. Eugene, OR 97405	Self-Paced Individualized Shorthand and SPII Typing	34 Gregg cassettes
	Dr. Gary Prickett Southern Oregon Col. Ashland, OR 97520	Accounting	
	Edna Jellesed Lane Com. Col 4000 E. 30th Ave. Eugene, OR 97405	Self-Paced Individualized Bus. English	
Law Enforcement	Boyd D. Roberts, Coord. Public Safety Educ. Clatsop Com. Col. 16th and Jerome Astoria, OR 97103	Individualized Law Enforcement Tech.	

SUBJECT AREA	PEOPLE TO CONTACT	PACKAGES AND WHERE AVAILABLE	AUDIO-VISUAL
Law Enforcement & Fire Science & Driver Safety	Earl Dogsley SWOCC Coos Bay, OR 97420		
Forestry	John Christie Clatsop Com. Col. 16th and Jerome Astoria, OR 97103	Scaling & grading	
Administration	John W. Kreitz Lane Com. Col. 4000 E. 30th Ave. Eugene, OR 97405	Self-Paced Indiv. Instruction for Administrative Procedures	
	Dave Phillips Clatsop Com. Col. 16th and Jerome Astoria, OR 97103		
Welding	Al Schultz Clatsop Com. Col. 16th and Jerome Astoria, OR 97103	Welding	
Automotive Technology	James F. Kenley Reedley College Reed & Manning Reedley, CA 93654		
Math	Frank Weeks Mt. Hood Com. Col. 26000 SE Stark Gresham, OR 97030		
	Violet Johnson Lane Com. Col. 4000 E. 30th Ave. Eugene, OR 97405	Business Math	
Metals	Jess Tatum Mt. Hood Com. Col. 26000 SE Stark Gresham, OR 97030		
Machine Tool Tech. Media Production	Warren White DeAnza College Cupertino, CA	Indiv. Machinists Curriculum	
Auto Mechanics	Victor Bridges Umpqua Com. Col. Box 967 Roseburg, OR 97470		

OUT-OF-STATE SOURCES OF DUPLICATION

Catalogs you already have will list audio-visual materials and packages that can be adapted to your individualized instruction program. A few sources of learning packages and their addresses are listed as follows. Except for Hendershot and Westinghouse, you will need to write to them to get specific information on subject matter covered and costs. Many commercial companies have also produced packages which can be adapted. Take an opportunity to preview carefully material before purchasing it. Careful scrutiny of professional journals and bibliographies can give many leads to individualized materials. The Oregon State Department of Education's Career Education Department or your Oregon State Department of Education Specialist probably has a list of out-of-state materials available. Following this page a few sources are listed. Again, this is just a beginning of what you can find; add to it, and circle sources as you see fit.

SOURCE	SUBJECT AREAS COVERED
Carl H. Hendershot A Bibliography of Programs and Presentation Devices 4114 Ridgewood Bay City, Michigan 48706	All areas by title; hours/pages/frames, price, and general information section attached, Page I-21 and I-22
Learning Directory Users Guide Source Index Instructional Materials Index Westinghouse Learning Corporation 100 Park Avenue New York, NY 10017	Topic, medium, title, size, date, price, and source attached, Page I-23
IPI (Individually Prescribed Instruction) Northwest Regional Laboratory IPI Coordinator 400 Lindsay Building 710 S.W. Second Avenue Portland, OR 97204	Math, science, reading, etc.
UNIPAC 12345 Westminster Boulevard Santa Ana, California 92730	Write for areas covered
LAP (Learning Activity Packages) Thomas P. Gasper, Superintendent Hughson Union High School District P.O. Box 98 Hughson, California	Home economics, drafting, typing, electricity
EDU-PAC of Minnesota P.O. Box 27101 Minneapolis, Minnesota	Graphic arts, metals, construction and others
NOVA-South Florida Educational Center Fort Lauderdale, Florida	All subject areas
Job Sheets Vocational Village 5040 N.W. Milwaukee Portland, Oregon	General education (reading, English math), business education, marketing, refrigeration, mechanics, auto repair, body and fender
Xerox Learning Systems Occupational Technology Systems 1200 High Ridge Road Stamford, Connecticut 06905	Automotive technology, drafting technology, climate control technology, electronics technology

SOURCE	SUBJECT AREAS COVERED
HELPS American Home Economics Association 2010 Massachusetts Avenue N.W. Washington, D.C. 20036	Home economics
Cochoran Capsules Contact: Pauline Goodwin Oregon Board of Education 742 Lancaster Drive N.E. Salem, Oregon	Home economics
California State Department of Education Superintendent of Public Instruction Sacramento, California	Work experience

Gregg Shorthand 2: A Gregg Text-Kit in Continuing Education - Leslie, Zoubek, Boer (37227) (MCGRAW)	total with above 40-90	Kit	Adult	$ 5.80sp.	Review of principles, outlines of unfamiliar w development. Records & forms as in #
Programmed Gregg Shorthand, Diamond Jubilee Series - Hosler, Condon, Grubbs, Huffman (30440) (MCGRAW)		478pp. 1000fr.	College, HS	$ 6.60sp.	Parallels first semester course material, 49 exercises preparing for a dictation class or Inquire for correlated tapes.

Learner Paced Instruction With Some Aspects of Programming

Speedwriting ® Shorthand In-Company Training Package (ITT)	$200.00	Alphabet based shorthand. Teacher administe On tape or cassettes, 33-1/3 practice record tests. Quantity prices on student pkg. to $2 Package required not for purchase by individu
Student Training Package	$ 29.00	

BUSINESS – TYPING

Programmed Production Typewriting - S. Elvon Warner (BRIGHAM)					Intermediate typing course text assuming no correspondence, & manuscripts. Theory, pra these areas. T. Man. 156pp. with answers to qual
Text (8425-0058-8)		249pp.	College	$ 3.25	
Problems & Solutions (8425-0055-3)		170pp.	" "	$ 2.95	
Typing I – Introducing Typing (BTL-100) (MEDIA)	43 lessons		College	$1975.00	Class set for 40-60 students, uses standard fi cassette players.
Student Handbooks				$ 5.95ea.	First term college.
IBM Selectric Supplement (BTT-100)	4 lessons			$200.00	For students using the IBM Selectric
Typing II – Intermediate Typing (BTL-101) (MEDIA)			College	$1875.00	Second term college. Class set similar to abov & correspondence, also, speed & accuracy.
Student Handbook				$ 5.95ea.	
Typing III – Advanced Typing (BTL-102) (MEDIA)			College	$1975.00	Class set, see above. Application in variety of format, proportional spacing, duplicating maste
Student Handbook				$ 5.95ea.	
Gregg Typing I: A Gregg Text-Kit in Continuing Education - Winger, Rowe, Lloyd (70996) (MCGRAW)	30-50hrs.	Kit	Adult	$ 3.80sp.	Intro. to the keyboard, correct fingering, touch to repetition or to new work. Working papers, Tests. Teacher's Manual.
Gregg Typing 2: A Gregg Text-Kit in Continuing Education - Winger, Rowe, Lloyd (70997) (MCGRAW)	30-50hrs.	Kit	Adult	$ 4.20sp.	Production typing after a review of keyboard op ment level 50 words for 5 min., 3 or less err
English Style Skill-Builders: A Self Improvement Kit for Transcribers & Typists - J. Cleary (11300) (MCGRAW)			Adult	$ 3.51sp.	Six booklets, each with self appraisal tests & word division. Dictation - transcription, p abbreviations, spelling, proofreading. Instru evaluation tests.

In Systems Section see McGraw-Hill. In Device Section see Kee, PAMI.

total with above 40-90	Kit	Adult	$ 5.80sp.	Review of principles, outlines of unfamiliar words, special field vocabulary development. Records & forms as in # 1. T. Man. & Key $2.50.
	478pp. 1000fr.	College, HS	$ 6.60sp.	Parallels first semester course material, 49 lessons & 10 supplementary exercises preparing for a dictation class or speed development tapes. Inquire for correlated tapes.

Some Aspects of Programming

raining Package (ITT)			$200.00 $ 29.00	Alphabet based shorthand. Teacher administered self progress instruction. On tape or cassettes, 33-1/3 practice records, texts guides, self scoring tests. Quantity prices on student pkg. to $21.86ea. Company Training Package required not for purchase by individuals.
lvon Warner (BRIGHAM)	249pp. 170pp.	College " "	$ 3.25 $ 2.95	Intermediate typing course text assuming no background in tabulation, correspondence, & manuscripts. Theory, practice & solving problems in these areas. T. Man. 156pp. with answers to qualifying exams. Panels. 1969.
43 lessons		College	$1975.00	Class set for 40-60 students, uses standard film slide projectors & audio cassette players.
			$ 5.95ea.	First term college.
4 lessons			$200.00	For students using the IBM Selectric
) (MEDIA)		College	$1875.00 $ 5.95ea.	Second term college. Class set similar to above. Focus on business typing & correspondence, also, speed & accuracy.
MEDIA)		College	$1975.00 $ 5.95ea.	Class set, see above. Application in variety of special fields, judgement of format, proportional spacing, duplicating masters, etc.
30-50hrs.	Kit	Adult	$ 3.80sp.	Intro. to the keyboard, correct fingering, touch typing. Checkpoints point to repetition or to new work. Working papers, guides for letters & forms. Tests. Teacher's Manual.
30-50hrs.	Kit	Adult	$ 4.20sp.	Production typing after a review of keyboard operations. Expected achievement level 50 words for 5 min., 3 or less errors. Same design as above.
ment (11300)		Adult	$ 3.51sp.	Six booklets, each with self appraisal tests & drills. Typewriting style & word division. Dictation - transcription, punctuation, capitalization, abbreviations, spelling, proofreading. Instructor's manual & key for evaluation tests.

ice Section see Kee, PAMI.

Title and Author	Approx. Hours	Pages/ Frames	Level	List Price	Other Information
BUSINESS – TYPING Continued					
Published in Great Britain:					
Typewriting Centering Words - S. Harcourt (WILTSHIRE)	1½hrs.	15pp.	15+ years	18p	Typing practice, tests. 1971. Val.
Learner Paced Instruction With Some Aspects of Programming					
Technical Typewriting (3970) - Margaret Kurtz, Helen Phillips (ADDISON)			Bus-Ind. College	$ 9.95	Prerequisite 1 yr. of typewriting. For Bus. Ed., c tng., class or individuals. Self teaching Student Bo Key in set. T. Manual (3974) $1.00.
CHESS					
A Programmed Introduction to the Game of Chess - M. W. Sullivan (1800) (BEHAVIORAL)				$ 4.46	Chess logic from simple to advanced problems.
COMMUNICATION					
Clear Writing - Marilyn Gilbert (WILEY)		336pp	Adult Coll. Sr. H.S.	$ 2.95pa.	Basic techniques in writing with practice in their a his own work comparing revisions with suggesti checklist of basic techniques, charts, etc. for rea Index. Val. 1972. ISBN 0-471-29896-4.
Let's Communicate: A Self-Help Program on Writing Memos & Letters (4500) - George Martin (ADDISON)		125pp.	Bus-Ind.	$ 4.95	For supervisors, managers, scientists. Reader evalu memos & letters. Self scoring tests. Instr
Letters that Mean Business - Marilyn Gilbert, Praxis Corp. (WILEY)			Coll-HS Adult	$ 2.95	Writing business letters, memos & resumes, for stud P.T., Val. 1973. ISBN 0471-29897.
How To Say What You Mean, 1051-0 (AMA)	5hrs.	386fr.	Adult	$ 15.00	Using clear words & concrete sentences. Conveyin For supervisors, managers, secretaries, corresponder
Better Business Letters: A Programed Book to Develop Skill in Writing Business Letters (6306) - James M. Reid, Anne Silleck (ADDISON)	6hrs.	177pp.		$ 4.95	Eliminating unnecessary words, specific words as at courteous, positive writing. Specific objectives & 1969.
Communicating with People: The Supervisor's Introduction to Verbal Communication & Decision Making (0735) - R. Burby (ADDISON)		164pp.		$ 4.95pa.	The place & influence of verbal communications. to ideas & opinions, reducing bias, prejudgement decision making. 1970.
How to Make Effective Speeches (METRO)				$ 12.00	Presenting ideas quickly & concisely, the que

	Approx. Hours	Pages/ Frames	Level	List Price	Other Information
ntinued					
	1½hrs.	15pp.	15+ years	18p	Typing practice, tests. 1971. Val.
on With Some Aspects of Programming					
ps			Bus-Ind. College	$ 9.95	Prerequisite 1 yr. of typewriting. For Bus. Ed., company tng., on-the-job tng., class or individuals. Self teaching Student Book, Stationery & Forms, Key in set. T. Manual (3974) $1.00.
the Game of Chess - AVIORAL)				$ 4.46	Chess logic from simple to advanced problems.
VILEY)		336pp	Adult Coll. Sr. H.S.	$ 2.95pa.	Basic techniques in writing with practice in their application. Reader edits his own work comparing revisions with suggestions in guide. Contains checklist of basic techniques, charts, etc. for ready reference or review. Index. Val. 1972. ISBN 0-471-29896-4.
Letters ISON)		125pp.	Bus-Ind.	$ 4.95	For supervisors, managers, scientists. Reader evaluates & rewrites his own memos & letters. Self scoring tests. Instructor's guide, #4504.
lyn Gilbert,			Coll-HS Adult	$ 2.95	Writing business letters, memos & resumes, for student & office use. Pre & P.T., Val. 1973. ISBN 0471-29897.
51-0	5hrs.	386fr.	Adult	$ 15.00	Using clear words & concrete sentences. Conveying your precise meaning. For supervisors, managers, secretaries, correspondents. 1966. Val.
amed ing es SON)	6hrs.	177pp.		$ 4.95	Eliminating unnecessary words, specific words as attention getters, natural, courteous, positive writing. Specific objectives & tests of achievement. 1969.
e Supervisor's unication & Burby (ADDISON)		164pp.		$ 4.95pa.	The place & influence of verbal communications. Importance of listening to ideas & opinions, reducing bias, prejudgement & dictorial attitudes in decision making. 1970.
(METRO)				$ 12.00	Presenting ideas quickly & concisely, the question & answer period.

TYPING

[SEE INSIDE BACK COVER FOR

TOPIC	LEVEL	MEDIUM	TITLE	CLR	SND	SIZE	DATE	PRICE	SOURCE	REFER N:
Typing	-	Printed Matter	Three Individual Typing Tests	-	-	--	P69	FREE	Olivetti Underwood	6941
Typing	-	Printed Matter	Typing Tips and Tricks	-	-	1 ea	F69	50	Olivetti Underwood	6941 •
Typing	-	Slide Micro	Tsuga	-	-	1 ea	P70	95	CCM School Matls	708[illegible]
Typing	-	Slide Micro	Tsuga Heterophylla	-	-	1 ea	P70	1.60	CCM School Matls	708247
Typing	-	Slide Micro	Tsuga Heterophylla	-	-	1 ea	P70	85	CCM School Matls	708[illegible]
Typing	-	Sound Filmstrip	Gregg Typewriting Series, Set No. 1 (Pts 6)	B	P	c12 mi	P69	65.00	McGraw Hill	69[illegible] •
Typing	-	Sound Filmstrip	Gregg Typewriting Series, Set No. 2 (Pts 8)	C	P	c12 mi	P69	112.00	McGraw Hill	69[illegible] •
Typing	-	Specimen	Tsuga Canadensis (Mature Ovulate)	-	-	1 ea	P70	1.50	CCM School Matls	708[illegible]
Typing	-	Specimen	Tsuga Canadensis (Terminal Twigs)	-	-	1 ea	P70	1.50	CCM School Matls	708[illegible]
Typing	-	Specimen	Tsuga Canadensis (Young Ovulate)	-	-	1 ea	P70	1.50	CCM School Matls	708[illegible]
Typing Aid	-	Chart	Student Typing Progress Chart	-	-	1 ea	P69	FREE	Olivetti Underwood	6941
Typing Aid	-	Phonodisc 33	Your Keys to Success	-	-	2 si	P69	1.00	Olivetti Underwood	6941
Typing Aid	-	Printed Matter	Three Individual Typing Tests	-	-	--	P69	FREE	Olivetti Underwood	6941
Typing, Blood	-	Book	Blood Grouping Tests, Medicolegal Uses	-	-	156 pp	68	9.75	Charles C Thomas	704[illegible]
Typing, Blood	-	Book	Introduction to Human Blood Groups, An	-	-	86 pp	60	2.50	Charles C Thomas	70A[illegible]
Typing, Blood	-	Book	Practical Blood Grouping Methods, Manual of Immunohematology	-	-	192 pp	51	5.00	Charles C Thomas	704[illegible]
Typing, Blood	-	Transparency	Blood Histology and Typing (S)	-	-	1 ea	P69	6.85	NASCO	694[illegible]
Typing, Business Envelope	J-H	Transparency	Typing a No. 10 Envelope (S)	C	-	1 ea	P68	3.05	GAF Reprographic	68A7 ▲
Typing, Business Envelope	J-H	Transparency	Typing a No. 6 3/4 Envelope (S)	C	-	1 ea	P68	3.05	GAF Reprographic	68A7 ▲
Typing, Business Form	J-H	Transparency	Typing Business Forms	-	-	15 ea	P69	48.00	Western Publishing	694[illegible]
Typing, Carriage Use	J-H	Transparency	Proper Carriage Return (S)	C	-	1 ea	P68	3.90	GAF Reprographic	68A7 ▲
Typing, Color Code	-	Book	Typing, New Color Code	C	-	1 ea	59	15.00	Stanwix House	68C18 •
Typing, Commercial	J-C	Book	Business Typing, Commercial Typing	-	-	1 ea	P69	1.00 -	Simon & Shuster	69A24
Typing, Electric, Manual	J-H	Movie 16mm Reel	Typewriter Techniques	C	O	12 mi	68	150.00 •	Sterling Educ Films	69A56 •
Typing, Erasing	J-H	Transparency	Proper Erasing (S)	C	-	1 ea	P68	4.45	GAF Reprographic	68A7 ▲
Typing, Gregg	-	Book	Gregg Typing, New Series	-	-	1 ea	58	FREE	Natl Aid Vis Hand	69A23
Typing, Hand Position	J-H	Movie 16mm Reel	Posture and the Keyboard	C	O	14 mi	68	150.00 •	Sterling Educ Films	69A56 •
Typing, Hand Position	J-H	Transparency	Correct Hand Position at the Typewriter (S)	C	-	1 ea	P68	5.00	GAF Reprographic	68A7 ▲
Typing, Keyboard	J-H	Movie 16mm Reel	Posture and the Keyboard	C	O	14 mi	68	150.00 •	Sterling Educ Films	69A56 •
Typing, Legal Document	J-H	Transparency	Typing a Legal Document on Margins (S)	C	-	1 ea	P68	3.05	GAF Reprographic	68A7 ▲
Typing, Legal Document	J-H	Transparency	Typing an Already Prepared Legal Document (S)	C	-	1 ea	P68	3.05	GAF Reprographic	68A7 ▲
Typing, Manuscript	J-H	Transparency	Typing a Manuscript (S)	C	-	1 ea	P68	3.90	GAF Reprographic	68A7 ▲
Typing, Manuscript	J-H	Transparency	Typing a Manuscript Report (S)	C	-	1 ea	P68	5.60	GAF Reprographic	68A7 ▲
Typing, Memorandum	J-H	Transparency	Typing a Rush Memorandum (S)	C	-	1 ea	P68	5.05	GAF Reprographic	68A7 ▲
Typing, Office	-	Book	Practical Office Typewriting	-	-	1 ea	69	--	Pitman	69B24 •
Typing, Office	-	Book	Typewriting Office Practice Set	-	-	46 pp	P69	3.68 s	Pitman	69B15 ▲
Typing, Paper Use	J-H	Transparency	Inserting Paper (S)	C	-	1 ea	P68	2.50	GAF Reprographic	68A7 ▲
Typing, Paper Use	J-H	Transparency	Removing Paper (S)	C	-	1 ea	P68	2.50	GAF Reprographic	68A7 ▲
Typing, Personal	-	Book	Personal Typing	-	-	c320 pp	69	--	Pitman	69B25 •
Typing, Pipe Organ Method	J-H	Book	Comprehensive Typewriting, Complete Course	-	-	1 ea	64	5.52	Allyn and Bacon	70A20 •
Typing, Pipe Organ Method	J-H	Book	Comprehensive Typewriting, First Course	-	-	1 ea	64	4.72	Allyn and Bacon	70A20 •
Typing, Pipe Organ Method	-	Book	China and the West, 1858 -- 1861: The Origins of the Tsungli Yamen	-	-	367 pp	64	7.50	Harvard U Press	69A2
Typing, Pipe Organ Method	-	Book	Tsungli Yamen: Its Organization and Functions, The	-	-	146 pp	62	2.50	Harvard U Press*	69A24
Typing, Posture	J-H	Transparency	Correct Posture for Typing (S)	C	-	1 ea	P68	4.45	GAF Reprographic	68A7 ▲
Typing, Receipt	J-H	Transparency	Receipt (S)	C	-	1 ea	P66	3.05	GAF Reprographic	68A7 ▲
Typing, Remedial	J-H	Movie 16mm Reel	Remedial Typing	C	O	11 mi	68	150.00 •	Sterling Educ Films	69A56 •
Typing, Research Paper	J-H	Filmstrip	Final Copy, The (S)	C	-	--	P70	6.00	Filmstrip House	70A9
Typing, Self-taught	J-A	Book	Mastering Typing	-	-	1 ea	P69	1.00	Simon & Shuster	69A24
Typing, Self-taught	J-A	Book	Typing for Beginners	-	-	1 ea	P69	1.00	Simon & Shuster	69A24
Typing, Self-taught	-	Book	Teach Yourself to Type, 2nd Edition	-	-	95 ea	62	2.49	Pitman	69B27 •
Typing, Speed	-	Book	High Speed Typing	-	-	48 pp	P69	1.50	Sterling Publishing	69A26
Typing, Speed Building	H-A	Movie 16mm Reel	Typing Skills: Building Speed (Second Edition of Building Typing Skill)	E	O	11 mi	P70	130.00 -	Coronet Films	70A97
Typing, Technical	C	Book	Science-Engineering Secretary: A Guide to Procedure, Usage and Style, The	-	-	338 pp	63	8.95	Prentice-Hall	70B[illegible]
Typing, Technical	-	Book	Technical Typewriting	-	-	310 pp	68	9.95	Addison-Wesley	69B175 •
Typing, Telegram	J-H	Transparency	Telegram (S)	C	-	1 ea	P68	3.05	GAF Reprographic	68A7 ▲
Typing, Tissue	-	Book	Histocompatibility Testing -- 1965	-	-	288 pp	66	14.75	Williams & Wilkins	69A42
Typing, Touch	J-H	Kit	Keyboard Class Packet	-	-	--	P70	7.95	Follett Educational	70A43
Typing, Touch	-	Book	Learn Touch Typewriting in 4 Hours	-	-	12 pp	P69	50 +	Sterling Publishing	69A25
Typing, Touch	-	Book	Touch Typewriting	-	-	1 ea	P69	1.00	Barnes & Noble	69C[illegible]
Typist	-	Book	Handbook for Typists, 2nd Edition	-	-	72 pp	62	60	Pitman	69B27
Typist, Stenographer	-	Book	Stenographer -- Typist (Practical)	-	-	256 pp	68	5.50 -	ARCO Publishing	70A15
Typist, Stenographer	-	Book	Stenographer -- Typist, GS-1 Through GS-7	-	-	320 pp	68	6.50 -	ARCO Publishing	70A15
Typographic Book	-	Book	Typographic Book, 1450 -- 1935, The	-	-	99 pp	64	30.00	U Chicago Press	69A45
Typographical Error	J-H	Movie 16mm Reel	Typing Techniques	C	O	12 mi	68	150.00 •	Sterling Educ Films	69A56 •
Typographical Union	-	Book	Union Democracy	-	-	1 ea	P69	1.95	Doubleday	69A[illegible] •
Typography	H-A	Book	Typography: Basic Principles	-	-	96 pp	64	5.50 -	Van Nostr Reinhold	69A23
Typography	H-C	Book	Graphics of Communication: Typography, Layout, and Design, The	-	-	1 ea	68	8.50	Holt Rinehart Win	70A[illegible]
Typography	H-C	Book	Practical Exercises in Typography, Layout, and Design	-	-	1 ea	68	4.50	Holt Rinehart Win	70A[illegible] •
Typography	H-A	Book	Graphic Arts Typebook, Vol. 1	-	-	287 pp	65	9.95	Van Nostr Reinhold	69[illegible] •
Typography	H-A	Book	Graphic Arts Typebook, Vol. 2	-	-	255 pp	65	9.95	Van Nostr Reinhold	69[illegible]
Typography	H-A	Book	Typomundus 20	-	-	224 pp	66	17.50	Van Nostr Reinhold	69[illegible]
Typography	A	Book	Type and Typography: The Designers Type Book	-	-	406 pp	63	18.00	Van Nostr Reinhold	69[illegible]
Typography	-	Book	Type and Typography: The Designer's Type Book	-	-	416 pp	63	18.00	Van Nostr Reinhold	69A2[illegible]
Typography	-	Book	Typographics: A Designer's Handbook of Printing Techniques	-	-	96 pp	69	5.50 -	Van Nostr Reinhold	69A[illegible]
Typography	-	Book	Typography	-	-	112 pp	61	12.50	Van Nostr Reinhold	69A[illegible]
Typography	-	Book	Typomundus 20	-	-	550 pp	65	17.50	Van Nostr Reinhold	69A[illegible]
Typography	-	Workbook	Practical Exercises in Typography, Layout, and Design	-	-	304 pp	68	4.50	Holt Rinehart Win	69[illegible] •
Typography, Asymmetric	A	Book	Asymmetric Typography	-	-	96 pp	67	7.50	Van Nostr Reinhold	69[illegible]
Typography, Asymmetric	-	Book	Asymmetric Typography	-	-	96 pp	67	7.50	Van Nostr Reinhold	69A[illegible]
Typography, Book	-	Book	Book Typography, 1815 -- 1965, in Europe and the United States	-	-	401 pp	66	17.50	U Chicago Press	69[illegible]
Typography, Design	-	Book	The Graphics of Communication: Typography, Layout, Design	-	-	384 pp	68	7.95	Holt Rinehart Win	69[illegible]
Typography, History, Method	-	Book	Art of Written Forms: The Theory and Practice of Calligraphy	-	-	368 pp	69	9.95	Holt Rinehart Win	69[illegible] •
Typography, Lay-out	-	Multimedia	Journalism Instructional Materials Kit	M	-	--	P69	10.00	Visual Education	69[illegible]
Typography, Printing Invention	-	Book	Invention of Printing, The	-	-	556 pp	69	14.50	Gale Research	69[illegible]
Typography, Typeface	-	Book	Art Directors' Book of Type Faces	-	-	226 pp	67	9.95	ARCO Publishing	70[illegible]
Typography, Typeface	-	Book	Production in Advertising and the Graphic Arts	-	-	382 pp	58	10.50	Holt Rinehart Win	69[illegible]
Typology	-	Book	Study of Lives, The	-	-	1 ea	66	4.95	Atherton Press	70[illegible] •
Typology, Social Theory	C	Book	Constructive Typology and Social Theory	-	-	250 pp	66	5.00	Appleton Cen-Croft	70A[illegible]
Typology, Wisconsin Cities	C	Book	Bureaucracy and Participation: Political Cultures in Four Wisconsin Cities	-	-	310 pp	69	6.50	Rand McNally	69[illegible]
Tyrannosaurus	K-I	Transparency	Tyrannosaurus Rex (Dinosaur) (S)	-	-	1 ea	68	6.50	Creative Visuals	69[illegible]
Tyrannosaurus	C	Model	Tyrannosaurus (S)	[illegible]	[illegible]	1 ea	P70	[illegible]	CCM School Matls	708[illegible]

At this point you may have found no solution to your duplication problems. Consider these factors before making a decision on the post test.

(1) Packages will cost on the average of 15¢ each (one package of 10 pages) if they are printed at your facility.

(2) A complete set of packages could be laminated and housed in notebooks for student use. Worksheets can be handled separately. One set of laminated packages could be utilized for several years.

(3) Some instructors have put each package on audio-tapes. They do not work as well with students, but may solve your particular problem.

ADMINISTRATIVE GUIDELINES FOR THE DUPLICATION OF MATERIALS

EVALUATION

PROGRAM AND STAFF EVALUATION

Perhaps the most important component of the Open Entry/Open Exit and Self-Paced Individualized Instruction (OE/OE and SPII) program is the evaluation of the effectiveness as the new methodology is implemented. Change for the sake of change should be avoided at all costs. Thus, objectives must be clearly written and benchmarks for evaluation specifically established. Statistical data should be recorded from the concept and updated as the program grows.

A three-pronged evaluation is suggested: an inside or self-evaluation, an outside evaluation, and an administrative evaluation.

Inside Evaluation

Students are in the best position to evaluate the effectiveness of their learning process. Simple questionnaires or essay-type evaluations are most effective if the questioner makes it clear what he wants to know. A means of compiling the results should be established before the information is gathered.

Teachers, too, offer excellent feedback on the success or failure of the program. An instructor can "feel" the pulse of the program the same as he or she can "feel" contact when a lecture has been especially successful.

If a certain instructor has developed his own materials, it should be given a pilot period under that individual. Past the pilot stage, the material should be handled by additional individuals to provide a further peer evaluation before being accepted as an integral part of the program curriculum.

Outside Evaluation

Outside evaluation may come from many sources. The campus counselor is in an excellent position to feed back student reaction if he would. Seldom do counselors volunteer this information, but when asked, they welcome the opportunity to contribute input.

Agency personnel who represent government funded manpower programs, likewise, possess much knowledge which should be passed on to the classroom teacher. When approached, they are most willing to supply feedback on the success or failure of a program.

Advisory committees are also an exceptionally ready source for outside evaluation purposes. Because of their common interest in the areas they have agreed to serve, they are very interested in assisting. This particular group is far enough removed from the program to provide a very objective evaluation.

Societal needs dictate a certain kind of educational process and this segment should never be overlooked in any evaluation. Jails and mental institutions are emptying because of the new social consciousness. Economic conditions are forcing more into the disadvantaged ranks. How well the needs of these citizens are being met should be a prime concern in an over-all evaluation.

Administrative Evaluation

The department chairman and the dean of instruction are two individuals who should be very much aware of the heart of the OE/OE and SPII endeavor. Otherwise, the evaluation could easily turn into a routine teacher evaluation. These individuals should be supplied with specific learning objectives, learning strategies and the collection of evidence that these strategies are indeed helping students to meet the objectives. This is an added load on the part of the developer but a very necessary part of the evaluation process. These are two busy individuals who need information in writing. They are also the two who have it in their power to make or break the program.

Evaluation at best is extremely difficult. If staff selection is conducted as it should be in the OE/OE and program, it is very difficult to determine where the charisma of the teacher leaves off and effective curriculum begins. It is hard to judge whether the student is reacting to the curriculum change or to teachers who care about his learning. Perhaps this is good; perhaps this is what makes the program work.

Tools to Measure

Evaluation tools should be kept simple and to the point. Lengthy evaluation sheets tell no more than a one-page semantic differential listing. The tools might change from class to class. There is no one evaluation that fairly measures a skill class and a lecture class. The questions just do not apply straight across. Any good research methods book will supply tested evaluation forms which could be adapted to any class.

Follow-up

Evaluation should not end with the termination of a given class. Some means of follow-up should be a function of the institution. This does not necessarily mean that this be a function of the program personnel or the department, but it should be a final phase of the total evaluation process.

Student Evaluation

Because OE/OE and SPII learning is strictly performance based, student evaluation is well identified. Explicit goals have been established and the student is well aware of the minimum criteria.

Since a student does not progress until he can perform at least at the minimum requirement level, only time is a concern. Students display an above average ability (A or B) or they may choose to accept an average (C) grade and go on.

In OE/OE and SPII, the student has a definite involvement in his own evaluation.

Evaluation processes should reflect the continuity characteristic of the program itself. It should be a continuing component; not a one-class/one-term, every-three-year approach. And once the points are tallied, we should always have the courage to say, "This one just isn't working."

We should, on the other hand, recognize a winner, know how well it is working, and why.

APPENDIX J-1

FINANCIAL ASPECTS OF THE OPEN ENTRY/OPEN EXIT PROGRAM

Administrative methods employed for managerial control or for justification purposes emphasize both costs and revenues. This procedure is becoming more and more of a problem since the demand for services of colleges has been negatively affected by tight money, reluctant taxpayers, population trends and a number of other demanding and depressing factors.

A buyer's market is rapidly developing among colleges. Students shop for the best deal. Administrators and faculty search their minds for new and innovative ideas to present to the student as a learning technique. Large numbers of colleges are faced with excess capacity and declining enrollments which plays havoc with productivity and costs.

Revenues may come from several sources. Generally these revenues will depend on levels of enrollment. For most public colleges tuition, governmental appropriations (including state reimbursement and federal grants) are the major sources of revenues. Therefore, revenues will increase as enrollments increase and decrease as enrollments decrease.

Most of the costs associated with any program fall into two categories: fixed costs and variable costs. Fixed costs are those costs that do not change as the level of activity changes. Examples in a college are insurance, taxes, supervisory salaries and others. They are very broad and general in that they are difficult to associate with any academic area but represent necessary services for every phase of the institution. Variable costs vary directly with the level of activity. Faculty salaries and instructional costs are good examples of variable costs. The more enrollment, the greater the faculty costs and instructional costs and vice versa. Any program, such as the OE/OE and SPII program can be subjected to a break-even analysis. It is suggested that the program director do this from time to time to measure the different classes and the over-all program.

One of the main problems is that the analysis be consistent from one program to another. A typewriter will have a useful life of more than a year and should not be charged to a single year's expenses. A portion of the typewriter's life will be consumed during the current period, and since depreciation accounts are not generally kept by colleges in their accounting systems, it is suggested that the entire cost of such recurring equipment expenditures be charged to current operations. A further justification for this manner of handling is that depreciation costs for investments in physical plant and facilities will not be charged to the various programs.

One of the major problems in the OE/OE and SPII program is revenue determination. Many courses carry variable credit. This requires administrative policy in registering and subsequent determination of F.T.E. at the end of the quarter or semester. This requires a definite policy for registration and a follow-up audit to determine that the policy is being followed. Definite internal controls become a necessity to make firm determinations of total F.T.E. for reimbursement purposes. Instructors must keep auditable records to confirm credit hours taught under variable credit courses and used for reimbursement purposes. Probably the best system for the variable credit courses is to charge the student for the total credit hours that the course carries and allow no refunds if the course is dropped or not completed by specific dates.

The advantage of the break-even analysis in a program of this type is obvious. Classes with historical enrollments below the break-even point can easily be identified for appropriate action, whether it be reductions in sections offered or elimination from the curriculum. However, it is advisable to allow courses or programs to continue for a short time even though enrollments are not sufficient to reach the break-even point, provided variable costs are being covered by current enrollment levels. If variable costs are not being covered, immediate corrective action will be required. Classes with enrollments above the break-even point can be readily identified also. A trend of growing enrollments beyond the break-even point would probably justify plans for the allocation of additional resources. The re-allocation of resources need not result in increases in total expenditures but may necessitate transfers of resources from low demand non-essential courses or programs to growth areas of the college.

Example: In the following exhibit the fixed costs totaled \$45,000; variable costs (salaries, instructional supplies, etc.) were \$69,000. The credit hours taught totaled 3,000 hours. The cost per credit hours taught for fixed costs (\$45,000 divided by 3,000 hrs.) equal \$15; variable costs per credit hours taught were \$23 (\$69,000 divided by 3,000 hours). Total costs were \$38 per credit hour. Considering 15 credit hours equal one F.T.E., then the cost per F.T.E. would be $570 ($38 x 15 cr. hrs.).

EXHIBIT I

Program	Fixed Costs	Variable Costs	Total	Credit Hrs Taught
OE/OE & SPII	$45,000	$69,000	$114,000	3,000

Costs Per Credit Hour Taught		
Variable	Fixed	Total
$23	$15	$38

In the area of reimbursement, to arrive at an approximate reimbursement figure, take the college budget and divide it by the number of F.T.E. served. For example, $8,700,000 budget and 6,500 F.T.E. served equals $1,338.46. This is all the income of the college divided by all the students served. This tells you the average income is $1,338 per student from all revenue sources.

The next step is to compare your costs to the college norm. Generally, departmental or variable costs make up 60% of the total cost, give or take a few percentage points. This being the case, the average departmental variable cost would be $803.

The final step for comparison would be to take the department budget less capital outlay and divide it by the F.T.E. served. For example $385,000 divided by 675 F.T.E. equals $570. This tells you that it cost about $200 less for your department than the college average. It should also tell the college that in order to increase enrollment in higher cost programs, your program will have to be increased to support those programs at whatever ratio that is.

Granted, this is not a finite accurate way of computation, but it will come very close to the figure the administration will give you after all the mumbo-jumbo of sliding scale reimbursement, government grants, etc. It is a "quick and dirty" method and will make the deans run for their pencils quickly. In the end, it is a relatively close prediction.

COMMUNICATION FEEDBACK FOR
MONITORING THE NEED FOR CHANGE

COMMUNICATION

A major function of educational institutions is to teach individuals how to learn, and to transmit to them attitudes and values that make them want to engage in learning. We assume that one reason for students to enter Open Entry/Open Exit and Self-Paced Individualized Instruction is to become a more efficient and effective learner. This means that they can learn systematically, i.e., that they can set out consciously to learn something they do not know. It also assumes that studious students want to be a self-directed learner, i.e., to be able to pursue their learning needs and goals without having to rely on "educators" to provide learning goals, strategies, or other types of assistance. Finally, It assumes they want to know how to make use of educators, and other learning aids and institutions, and when to use them.

To aid students in becoming self-directed learners, your college should help you develop the capacity to use a variety of learning strategies of OE/OE and SPII, both cognitive and affective. These strategies are instrumental in the achieving of whatever learning goals they set for yourself.

Further, it is the ability to communicate that makes it possible for individuals to be more than isolated entities in an impersonal world. The range of one's ability to communicate will determine the limits of their isolation.

The act of communicating is, of course, a two-way street; it involves a person who sends a message and a person or persons who receive the message. If a message is sent, but it is not received or understood, no communication has occurred. The college expects you to be both a competent sender as well as a competent receiver of such messages.

A Management Information System (MIS) is a communication system. It tells the administration and staff what is going on, where it is going on, and if it is going as planned. Therefore, the management information system you design should offer a natural transition into an individualized setting and allow the student to operate within the system without the usual turmoil often experienced by instructors.

Don't forget the story about the boiled frog. The sudden thrust into a totally new system has caused many a student and instructor to "jump out" and never return. By slowly turning the heat on, it will allow for adjustment to the new system by staff and students. It will eliminate the need for an excessive amount of discipline that always subtracts from instructional time. One suggestion will be: Start with a thorough orientation to the student; explaining how the system operates and what the students' role will be. Start the class out in the traditional manner and move into the individualized setting over a period of about a week.

The following chart (Chart #1) has been provided to show the operation of a typical Open Entry/Open Exit and Self-Paced Individualized Instruction (OE/OE and SPII) program, but it also deals with the operation of many other styles of individualized instruction. This flow chart could be utilized for almost any individualized program you may have in mind. Please remove it for the following discussion.

The furthest left position on the flow chart indicates that the student entering your program may not see the multitude of options for a career you may have designed your course to fit. It is selfish on our part to keep these options from the student. Failure to do so may lead to eventual drop-out or complete apathy for the program. If we can expose these many options to the student at this point, it either creates a more highly motivated student or gives them the chance to counsel out of the program into a course more suitable to their individual goals. Motivation at this point decreases the work in development of the remainder of your course of study. The next step in the flow chart "orientation" should provide:

(1) What you expect from the student.
(2) How they will operate in the program.
(3) Where are the reference materials?
(4) How do they use the materials--AV--other?
(5) List the objectives for the course.
(6) Give the student the student calendar of what is expected.
(7) How do you evaluate? When? Where?
(8) What changes has individualized instruction made within students, compared with the traditional course of study?

This orientation could be offered live by yourself; but in open entry/open exit, it becomes difficult to handle. You may offer a slide tape, video tape, or some type of package to cover the orientation material to assure the student is aware of each step. This procedure allows later students to receive the same information and for enrolled students to review and reinforce their understanding.

You may want to pre-test. Although not all instructors are offering pre-tests, this will offer examples of some of the testing to consider. The block on the left represents one course of study. In many cases, this type of pre-testing has not proven to be motivating, as students may wish to take the entire course, but enjoy optional or advanced materials offered.

The blocks shown on the right illustrate also one course of study, but the instructor has developed alternate sets of materials to handle students at different levels of achievement, yet they all participate in the same class. (Refer to Chart #3).

Set #1 could handle those students equipped with few or none of the basic skills required for the subject matter.

Set #2 could handle those students you might term as "average."

Set #3 could handle students equipped with many of the required skills, but still want to participate through the entire duration of the course and still want some advanced and challenging material offered. This style of pre-testing is becoming more and more popular both to the instructor and the student.

However, getting back to our flow chart again; to fit the different learning styles of students, the independent study area for open entry/open exit will generally be arranged to fit two instructional situations. Let's look at a typical layout for academic or vocational class where students are on campus during all learning activities. A typical one-room classroom is shown on Chart #2. The instructor indicated by the star is centrally located to meet situations dealing with student progress. Instructor should be available to:

(1) Consult with students at work stations.

(2) Advise students on alternate reference material in the independent study area.

(3) Handle small group discussion or demonstrations as the need arises.

(4) A convenient testing area for immediate evaluation: feedback and progress recording for students should be available.

Again, look at Chart #1 since our next step to the right evaluation will cover the testing of students by one of the following methods:

Oral testing: This method requires more complete mastery of the theory by the student and gives an opportunity for more one-to-one contact between the student and instructor. This method is quite time consuming, so caution should be used when setting up your testing for each objective. Written testing can be handled by yourself or aides, but try to provide feedback to the students as soon as possible.

Performance testing usually requires only observation by the instructor or aides, but some place for your signature should appear on the package or guide sheet to be available for progress recording when that unit has been completed.

If the evaluation does not meet your staff's standards, you should consult with the student; deal with the specific problem and advise the student on an alternate reference to provide satisfactory skills on that objective. If evaluation proves satisfactory, progress should be recorded, and the student should be provided the next assignment. If all the objectives of the course have been completed, the student could leave the program. But you may find some students will enjoy going on to more advanced material, and these should be available.

Any communication system must have built into it a feedback system. Annex K-1, which follows, diagrams a feedback system as to where the internal and external feedbacks should occur. The six steps in planning an OE/OE and SPII are as follows:

(1) Situation Analysis

(2) Forecast

(3) Constraints

(4) Initiation of Planning

(5) Tactical Planning

(6) Generation of Output

Society, or your constituency, will implant their desires (whether they agree with you or not) into the system. Combining constituency needs with your program analysis will be the beginning of the development of your program strategy which will be a forecast of program contents and magnitude.

Again, the constituency will input through the Board of Education, advisory committees, ad-hoc committees or task forces in alternatives to your forecast or strategy.

At Level C constraints (See Annex K-1), first, second and third levels of management will begin to lay on their constraints whether they are financial, space or student. One never has quite enough to accomplish the ideal.

The last time the constituency feeds in hard data on program initiation is when they recognize what resources they are willing to allocate to your program, and the prospect of probable denial in some other area. Once the internal and external constraints are known, you can initiate planning at this point.

You must develop strategy to support your objectives. The strategy will depend upon:

(1) Internal administrative hierarchy

(2) Educational needs

(3) Societal or constituency needs

(4) Resources

(5) Program goals and objectives

Once you have developed the program strategies for OE/OE and SPII based upon the above, the tactical planning will begin. At this point you will put your tactical plan into effect that will generate personnel, money and facilities. At this same point data will be fed into the external communications system as well as the internal communication system. You will note the internal communication system feeds data in at:

(1) Situation Analysis

(2) Forecast

(3) Alternative Program Priorities

(4) Constraints

(5) Program Constraints

(6) Strategic Design of Process and Structure

(7) Tactical Planning

Data is fed from within to the internal communications system from:

(1) Operational Programs

(2) Output or Day-to-Day Problems

The communication system will receive input from outside the college at:

(1) Situation Analysis

(2) Societal Needs

(3) Alternative Resource Needs Priorities

(4) Resource Needs Constraints

(5) Design Resource as to Process and Structure

(6) Tactical Planning

Two-way communication will occur both at resource generation and reporting when the program is implemented.

Your strategic plan will be modified at each step. It would be ideal if, once the strategic plan is set, it could remain, but life is not that simple. The communication will continually require the up-date of a static strategic plan by the dynamics of the current situation.

FLOW CHART
OPEN ENTRY/EXIT

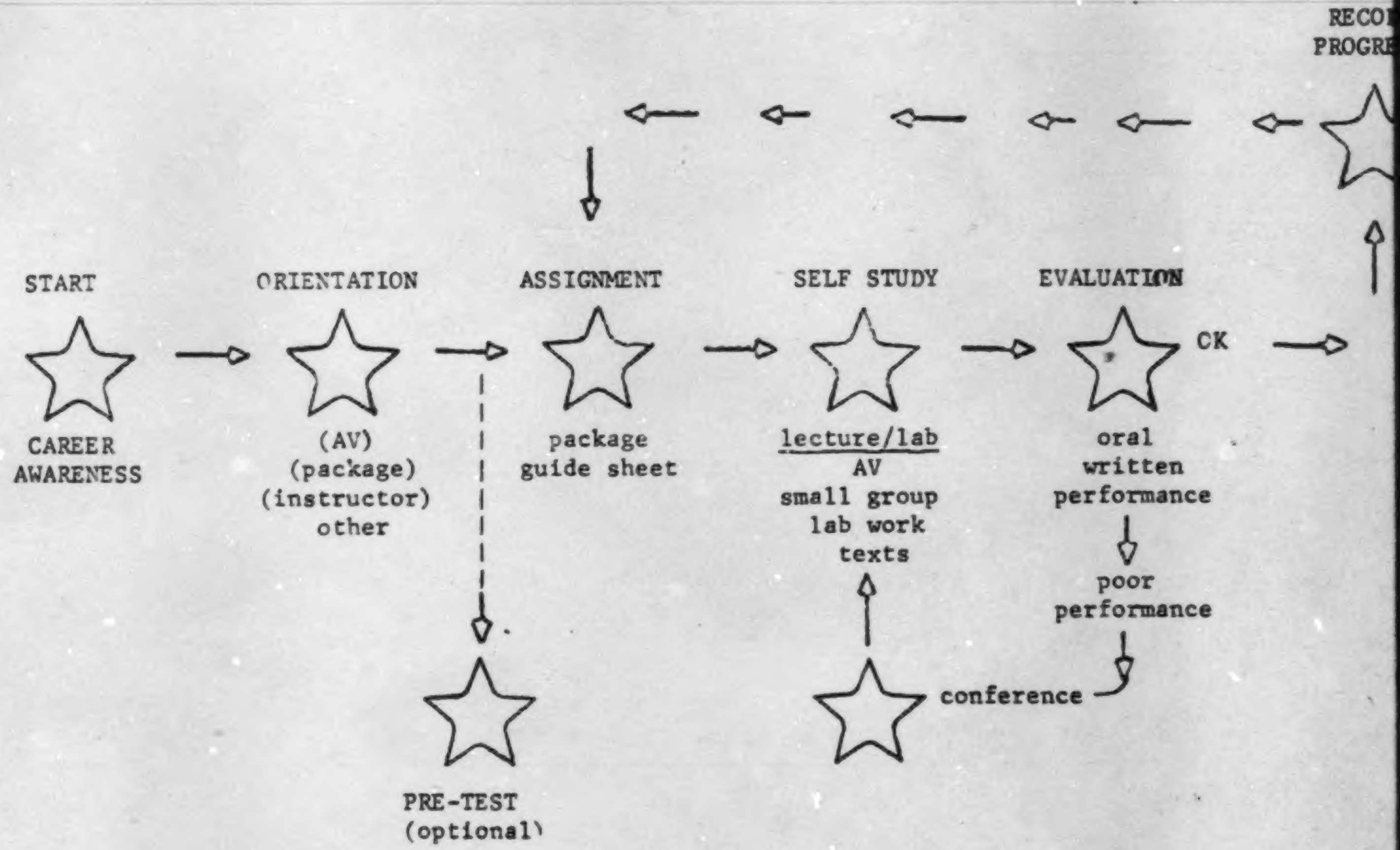

RECO
PROGRE
START
CAREER AWARENESS
ORIENTATION
(AV)
(package)
(instructor)
other
ASSIGNMENT
package
guide sheet
SELF STUDY
lecture/lab
AV
small group
lab work
texts
EVALUATION
CK
oral
written
performance
poor
performance
conference
PRE-TEST
(optional)

CHART K-1

FLOW CHART
OPEN ENTRY/EXIT

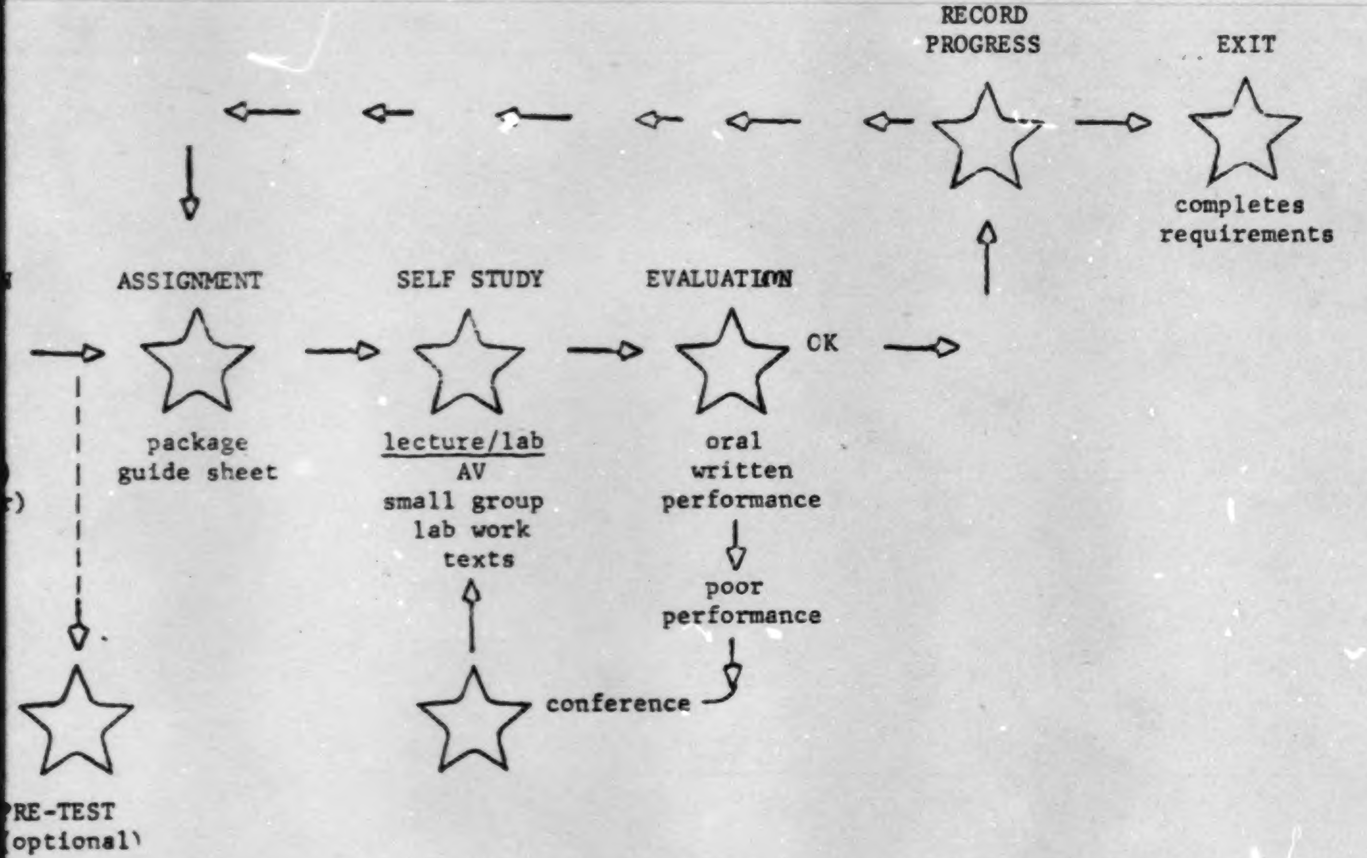

RECORD PROGRESS
EXIT
completes requirements
ASSIGNMENT
SELF STUDY
EVALUATION
CK
package
guide sheet
lecture/lab
AV
small group
lab work
texts
oral
written
performance
poor
performance
conference
RE-TEST
(optional)

CHART K-1

LECTURE / LAB

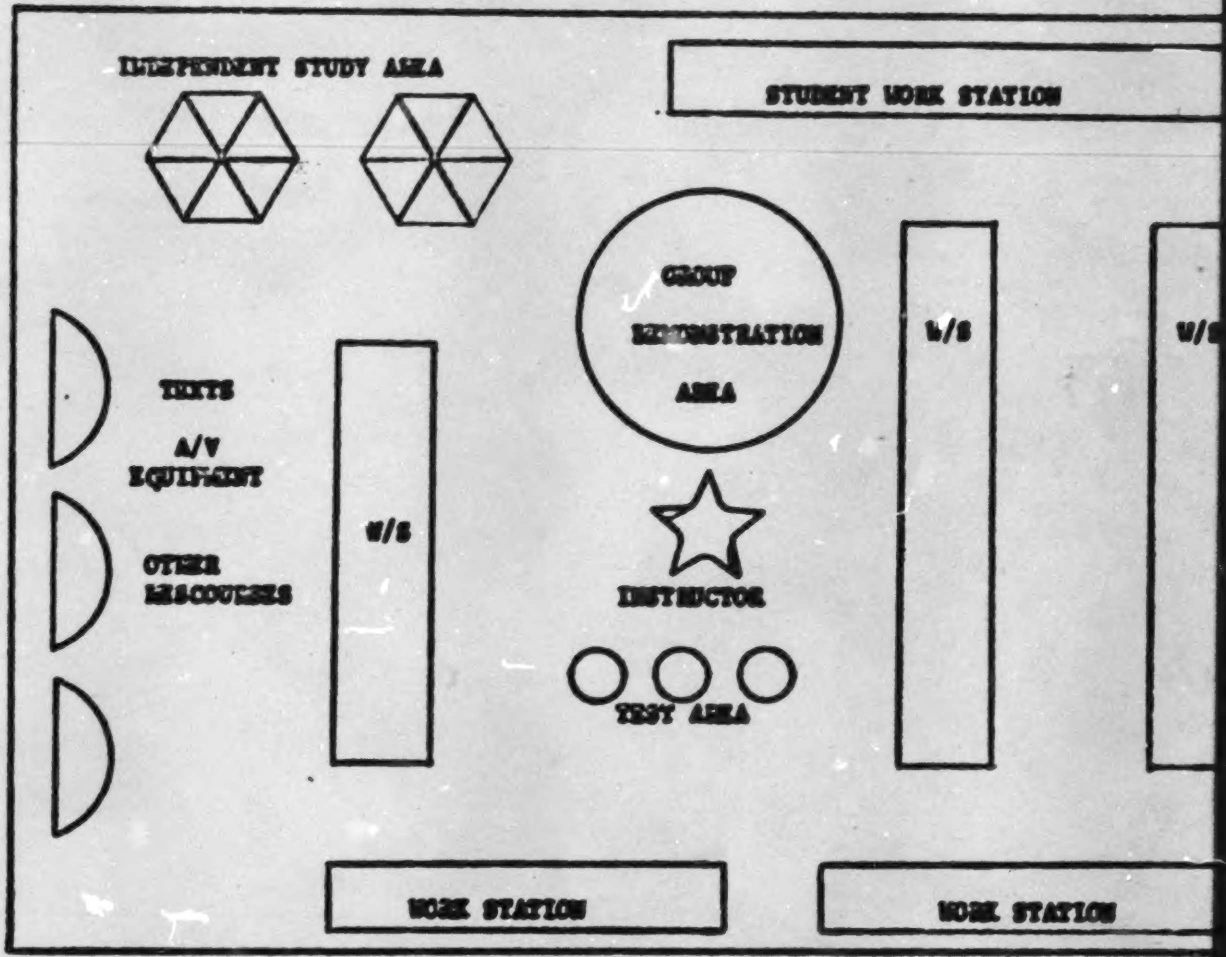

INDEPENDENT STUDY AREA
STUDENT WORK STATION
GROUP DEMONSTRATION AREA
W/S
W/S
TEXTS
A/V EQUIPMENT
W/S
OTHER RESOURCES
INSTRUCTOR
TEST AREA
WORK STATION
WORK STATION

CHART K-2

TURE LAB

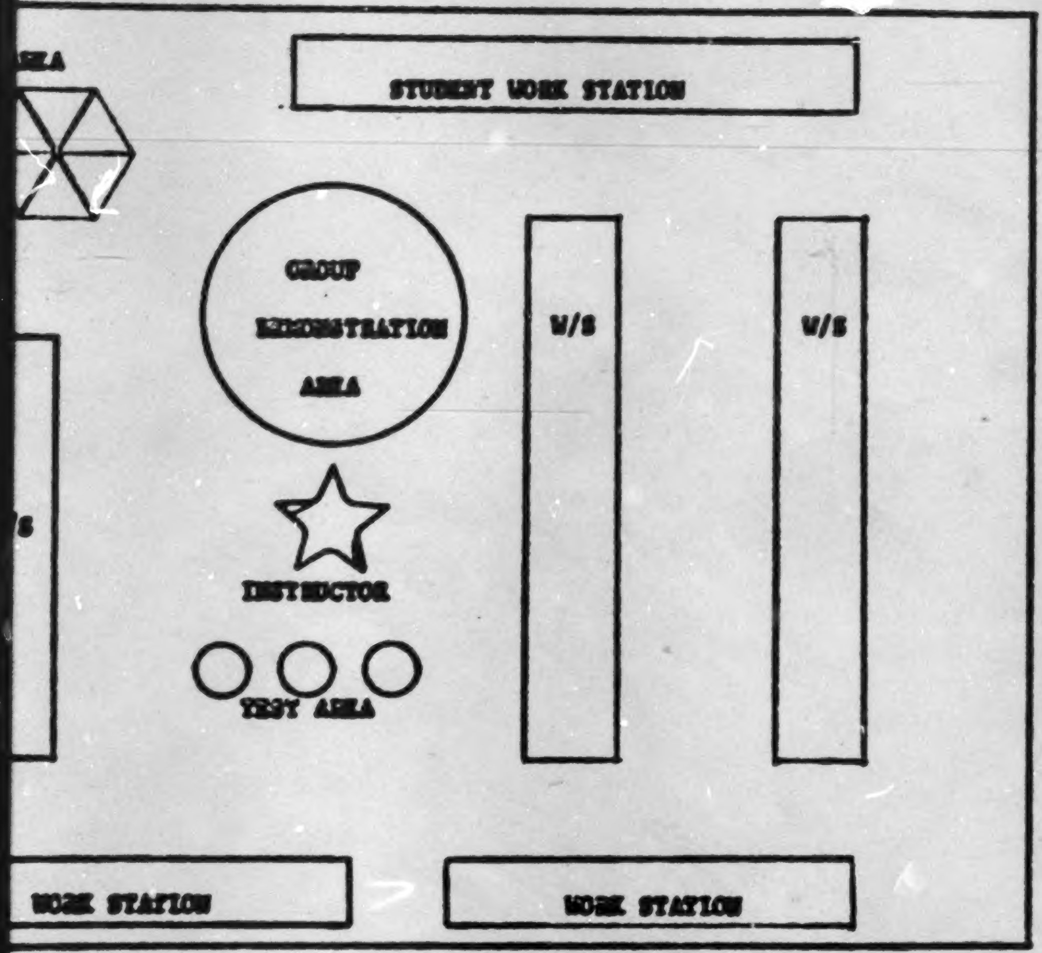

REA
STUDENT WORK STATION
GROUP
DEMONSTRATION
AREA
W/S
W/S
/S
INSTRUCTOR
TEST AREA
WORK STATION
WORK STATION

CHART K-2

PRE-TESTING

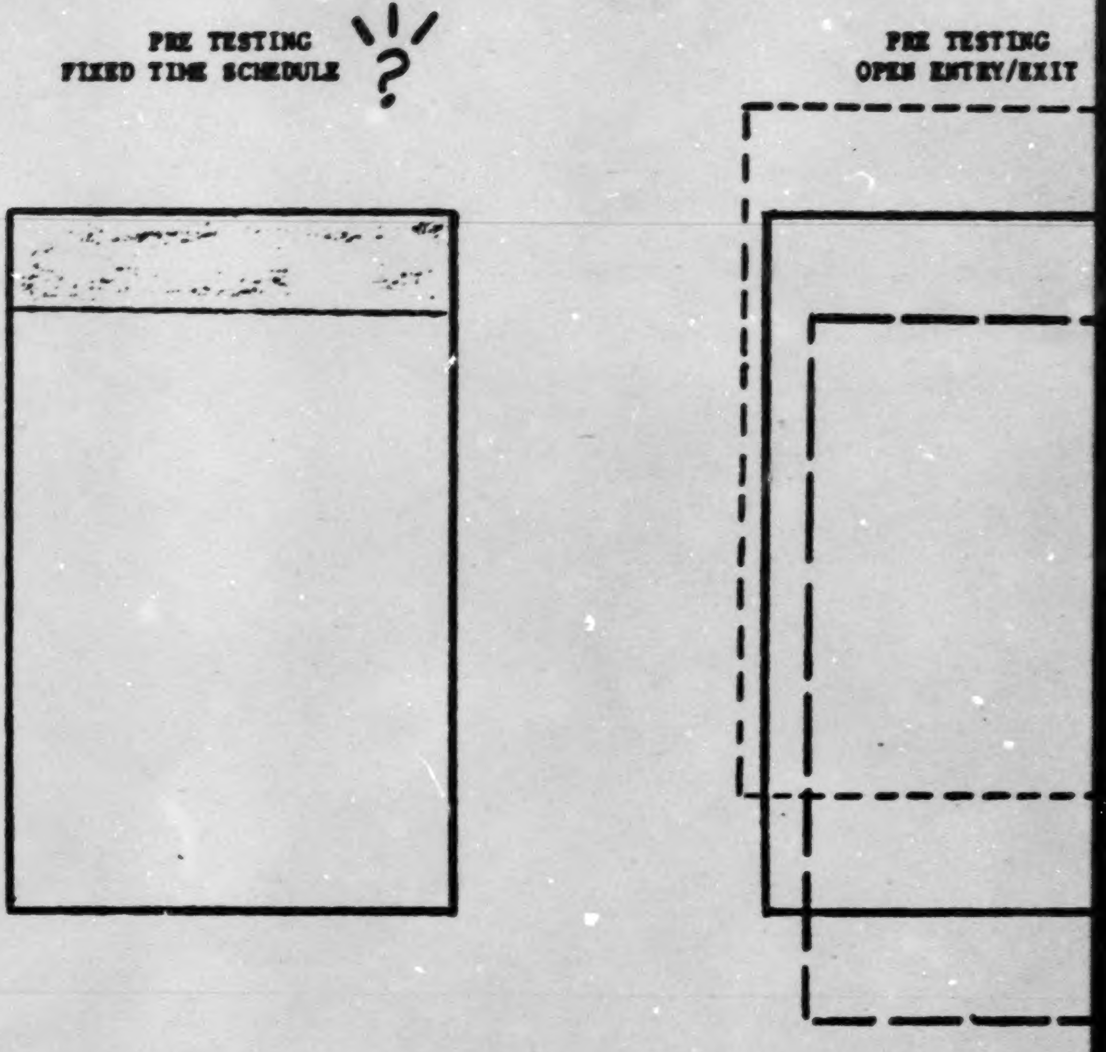

PRE TESTING
FIXED TIME SCHEDULE
?
PRE TESTING
OPEN ENTRY/EXIT

CHART K-3

RE-TESTING

G
ULE ?

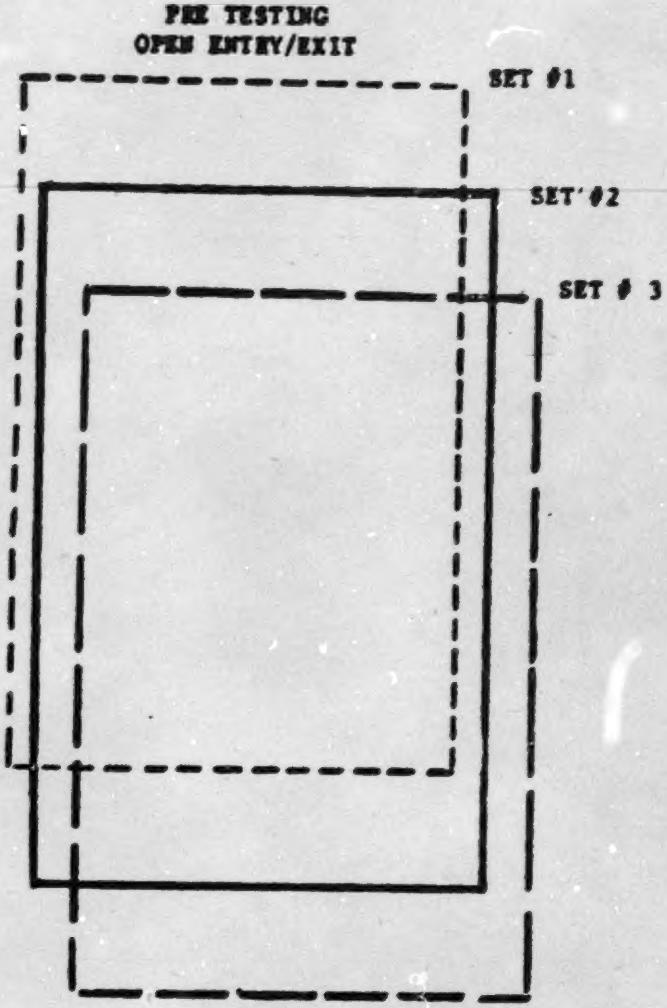
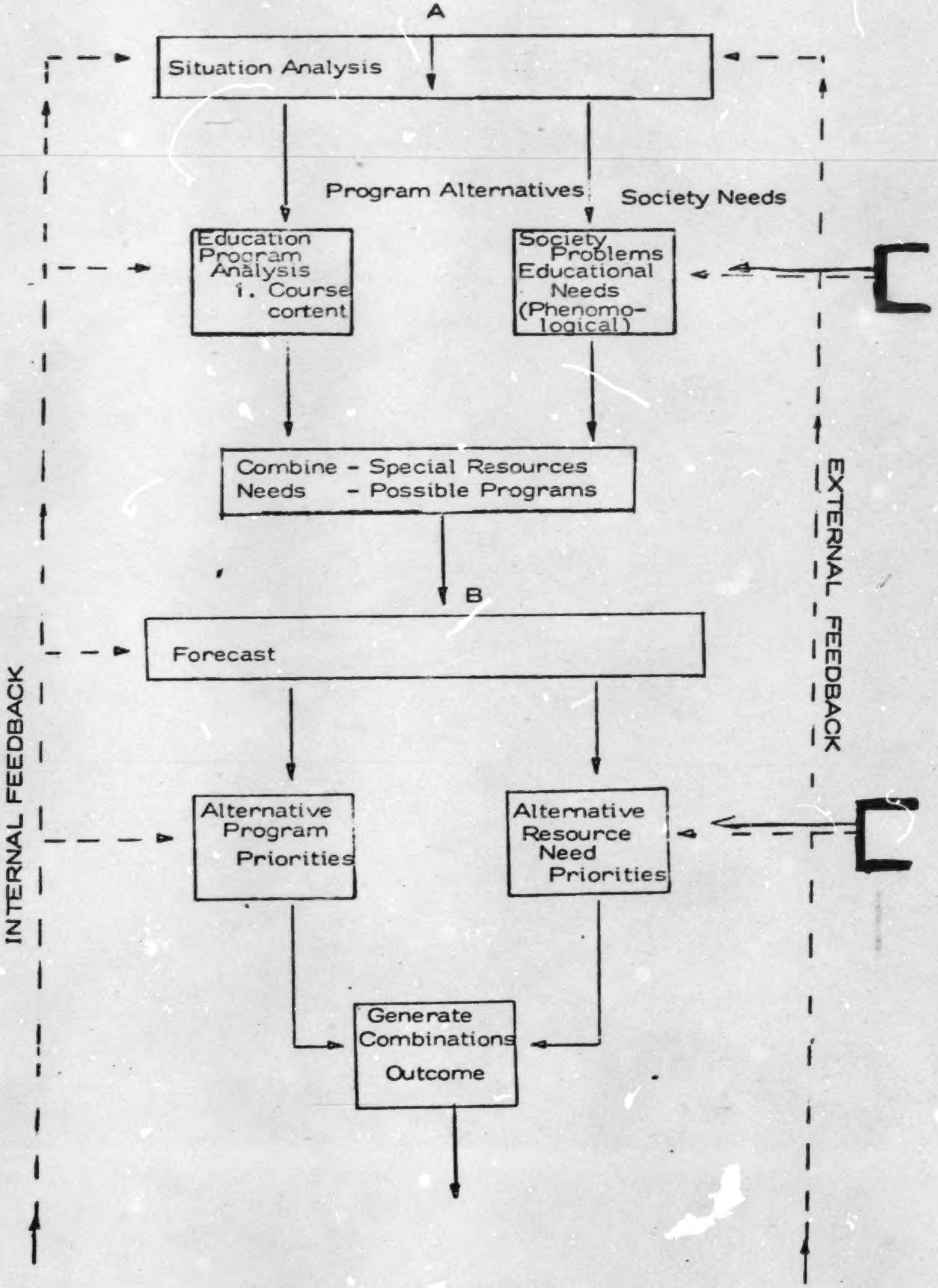
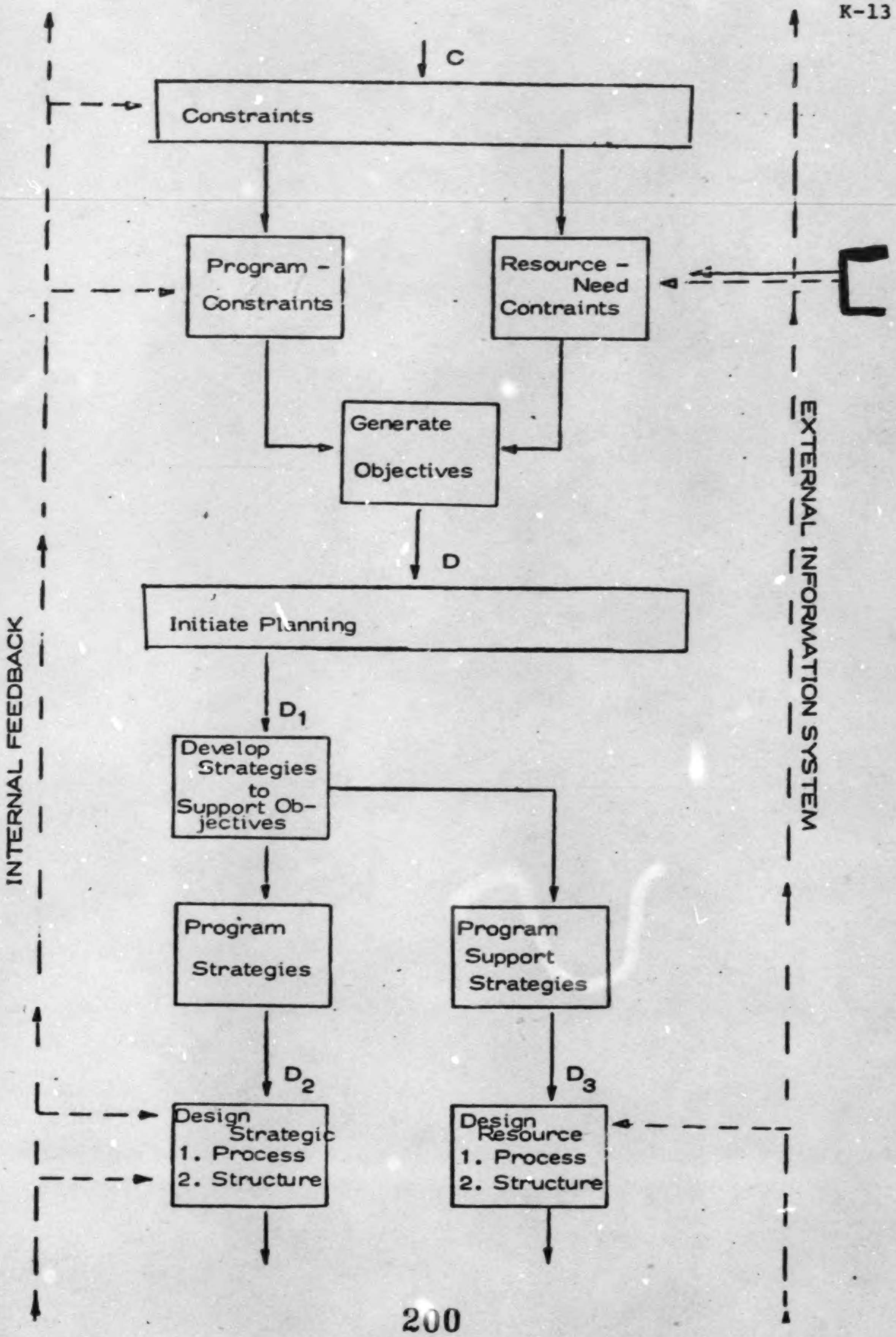
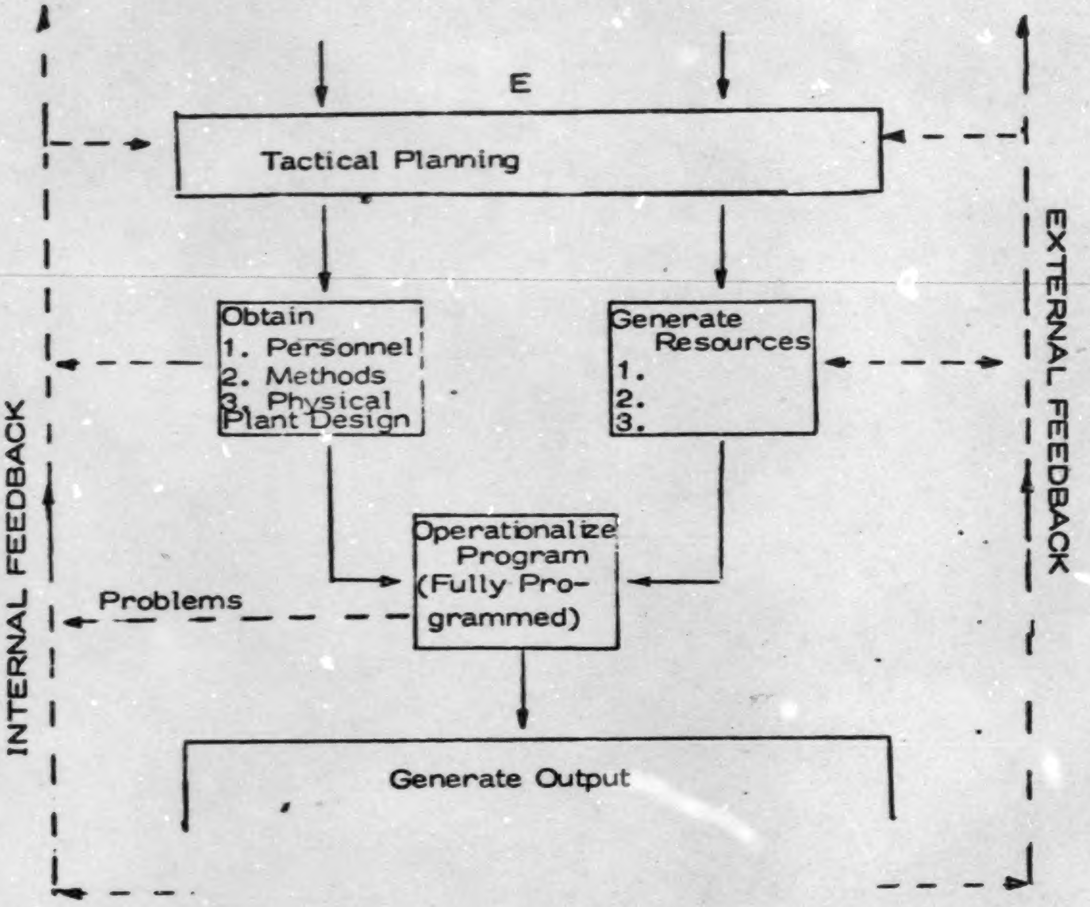

PRE TESTING
OPEN ENTRY/EXIT
SET #1
SET #2
SET # 3

CHART K-3


A
Situation Analysis
Program Alternatives
Society Needs
Education Program Analysis
1. Course content
Society Problems Educational Needs (Phenomo-logical)
Combine Needs - Special Resources - Possible Programs
B
Forecast
Alternative Program Priorities
Alternative Resource Need Priorities
Generate Combinations Outcome
INTERNAL FEEDBACK
EXTERNAL FEEDBACK


C
Constraints
Program - Constraints
Resource - Need Contraints
Generate Objectives
D
Initiate Planning
D1
Develop Strategies to Support Objectives
Program Strategies
Program Support Strategies
D2
D3
Design Strategic
1. Process
2. Structure
Design Resource
1. Process
2. Structure
INTERNAL FEEDBACK
EXTERNAL INFORMATION SYSTEM


E
Tactical Planning
Obtain
1. Personnel
2. Methods
3. Physical Plant Design
Generate Resources
1.
2.
3.
Operationalize Program (Fully Programmed)
Problems
Generate Output
INTERNAL FEEDBACK
EXTERNAL FEEDBACK

IDENTIFICATION OF CRITERIA USED IN DECISION MAKING

DECISION MAKING

School administrators do many things in addition to making decisions. However, only administrators make decisions that change social and economic patterns. The most important managerial skill is that of effective decision making. There have been many books written on decision making so there is little that I want to contribute to decision theory. What I do want to do is to point out those sets of circumstances that require decisions to be made.

The most important responsibility for an administrator is to DEFINE THE QUESTION. The important and crucial steps are to decide whether there is really a need for a decision and what that decision is about. If you insist on consensus in decision making, this is the point to reach such a consensus as to what the decision should be about. At this same point there should be no thought of what the decision should be, but only what the decision is about.

The small decision is always easy to make. Anyone knows who's familiar with institutional bureaucracies knows that their management makes far too many small decisions. Nothing will cause more trouble than a lot of small decisions, such as moving the portable podium from the typing room to the accounting room as this makes little emotional difference. Yet this decision takes as much time and generates as much heat as discontinuing the third quarter of economics.

A decision, in the end, is a judgment. It is a choice between alternatives. It is rarely a choice between right and wrong or good or bad. It is the best choice of pretty-near right and close to wrong. Most often it represents a choice of actions, neither of which is strictly satisfying. Most school administrators say, "Find the facts" and end up with "Paralysis by analysis." One never starts with the facts but with opinions. People inevitably start out with opinions. To ask them to search for facts is even undesirable. No one has ever failed to find the facts they were looking for. The good manager knows this, and distrusts all figures; he either knows the fellow who found them or he does not know him; in either case he is highly suspect.

There always have to be alternatives, otherwise one has a closed mind to the proposal. Therefore, one of the first rules you should have is that you do not make a decision unless there is disagreement. There is no exactly right or wrong way. The path is never that clear. Disagreement is healthy, and a normal organizational fact. Dissent safeguards the decision maker against becoming a pawn of the organization. Disagreement is the only way to provide alternatives. There is always the strong possibility that the decision will be wrong: Either, because it is the wrong decision; or that circumstances changed during implementation, or just made it wrong. Above all, disagreement is needed to stimulate imagination, and if Self-Paced Individualized Instruction (SPII) doesn't need imagination, no methods in education do. True, uncertainty is a fact of life for the educator. One needs creative solutions which create new situations. This means imagination; a new way of perceiving and understanding education.

The effective decision maker organizes dissent as a protection against being taken in by plausible but false or incomplete information. It protects you if you are not lost in a fog when the decision goes "belly-up" in that you have alternatives to consider and to choose from. The important point, again, is that it forces imagination; your own and that of your associates. Dissent converts the plausible into almost right and the right into a good decision. Start out with a commitment, and then find out why people disagree.

One thing always troubles you: Is a decision necessary? Can it wait? One alternative is to do nothing; sleep on it. When can you do this? You can't do it if the situation is likely to degenerate if nothing is done.

This also applies to opportunity, as opportunity can dissolve unless one acts and makes a decision and/or change. If nothing will happen if nothing is done, do not interfere with a small decision; accept the risk. It is a rare manager who has a full understanding of this. The lawyers have a term for it, "De Minimus Non Curat Praetor" (the magistrate does not consider trifles). It was written 2,000 years ago, yet most decision makers still need to learn it. The great majority of decisions lies between the extremes of doing nothing, and that of acting now. The problem is not going to take care of itself, but it is unlikely to degenerate into a malignancy either; i.e., staff wanting to institute SPII. The same old way works and may continue to work. The staff won't quit in wholesale lots; however there will be discontent of a controllable magnitude, but satisfaction of staff is not there.

If your decision has to be "sold" after it is made, there will be no action and consequently no results. In essence it is no decision. Participation in decision making is not democracy, but salesmanship.

Remember, there is no perfect decision. One has to balance conflicting objectives, conflicting opinions and conflicting priorities. The best decision is only an approximation with inherent risk. There are always pressures to return to the old ways and to compromise. Compromise is always needed, but do not start out having compromise in mind. Start with what is right, and not what is acceptable.

Decision making is not the making of a mechanical check list. It is a challenge to judgment with risk involved. It is not an intellectual exercise, but the mobilization of vision, energies and resources of the organization for effective action.

Every intelligent decision maker dealing with uncertainty likes to know the size and nature of the risk he is taking before choosing a course of action. The ordinary practice is for an administrator to come up with "best estimates." But this might be like saying that the best estimate is that, on a given roll of the dice, the number seven is more likely to come up than any other number, even though there is only a one in six chance that it will. Therefore, one should consider the simple "decision tree" approach.

Virtually every decision is based on the interaction of a number of critical variables, many of which have an element of uncertainty but, perhaps, a fairly high degree of probability. Thus, the wisdom of undertaking the launch of a new program might depend upon the critical variables of the expense of remodeling of facilities, training of staff, finding and purchasing new instructional materials, developing instructional materials, and those of the schedule and student acceptance. A best estimate is that a section for a new program would cost 135% of a regular section on day one.

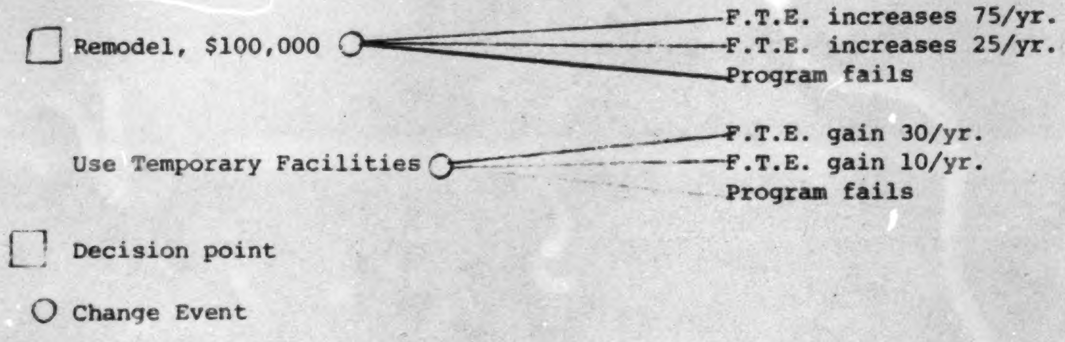
Suppose further analysis of each variable shows that in the areas of instructional materials and work schedule that each have a 90% probability of being accurate, whereas those of training of staff and facilities requirements have a 75% chance of being correct. In this case the chance of your over-all estimate being correct is only 46%.

(.90 x .90 x .75 x .75)

This may not really be an acceptable risk to take.

One of the best ways to analyze a decision, by seeing the possible directions that actions might take from various decision points, and the decision points relating to it in the future, is the use of what have been called "decision trees."

Decision trees are obviously useful because adequate information is seldom available to make a confidently accurate decision at a given time. The tree depicts future decision points and possible chance events, usually with a notation of the probabilities of the various uncertain events happening.


Remodel, $100,000
F.T.E. increases 75/yr.
F.T.E. increases 25/yr.
Program fails
Use Temporary Facilities
F.T.E. gain 30/yr.
F.T.E. gain 10/yr.
Program fails
Decision point
Change Event

As can be seen, the tree shows the administrator in what direction his chance events are and what their values in terms of F.T.E. are for each of the two facility alternatives. But it is not enough to give him the visibility he would like to have in order to decide between going for permanent remodeling or more conservative temporary arrangement. What is needed is an assessment of the probabilities of each course of possible events.

As can be seen, as chance events increase, the decision tree becomes more complicated and the compounding of various probabilities makes the solution much more difficult. In many real-life cases a computer may even be necessary to calculate them. Also, in real life, the tree would show various decision points in the future. For example, the college might have open the option, in case it initially followed the temporary facilities approach, to invest later in permanent facilities (at the loss of the $15,000 for temporary facilities) if student demand justified doing so.

What is significant about the decision tree approach is that it does several things for the alert and intelligent decision maker. In the first place, it makes possible seeing at least the major alternatives open to him, and the fact that subsequent decisions may depend upon events of the future. In the second place, by incorporating probabilities of various events in the tree, it is possible to comprehend the true probability of a decision leading to results desired. The "best estimate" may really turn out to be quite risky.

The administrator still doesn't have a positive answer, but only one of a little more black and white. It is still quite an "iffy" situation. There are some indicators of what $100,000 spent on a facility up-date and what $15,000 on a bandaid approach could realize.

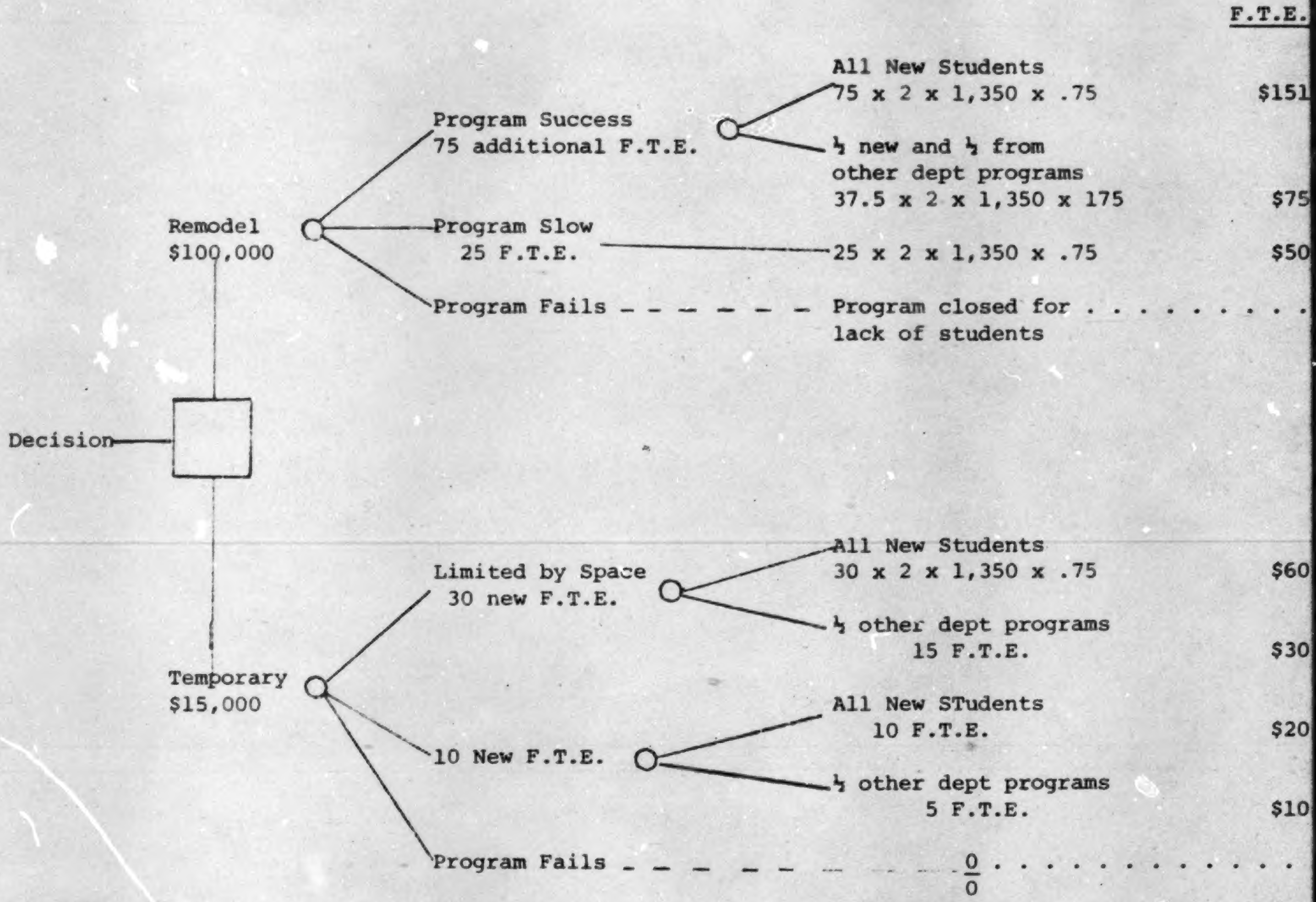
One has to realize that you have now set down your best estimates of each chance occurrence. A break-even point could be calculated to give you an F.T.E. objective.

Another method for decision making was developed by Fred C. Manasse in a Progress Report on Performance Based Educational Renewal Pilot Project, Oregon State Board of Education. Basically, this procedure assigns fixed or sunk costs for direct instructional costs, overhead cost, and provides for the assignment of weighted index numbers for evaluation of the quality of the program. A summary of this method follows as Appendix L.

L-8

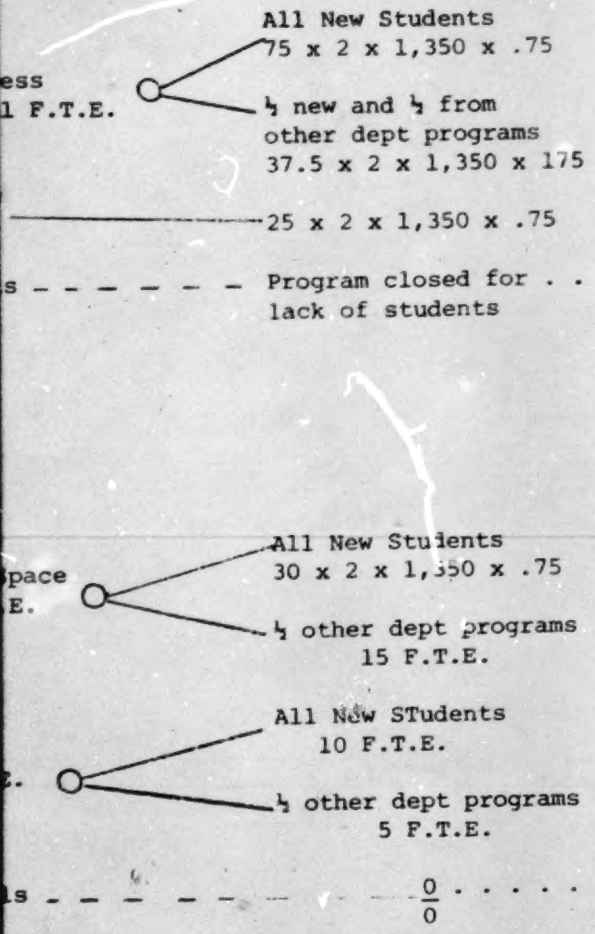
[redacted]

TWO-YEAR REALIZATION
.75 Probability of
Being Right


F.T.E.
Decision
Remodel
$100,000
Program Success
75 additional F.T.E.
All New Students
75 x 2 x 1,350 x .75
$151
½ new and ½ from
other dept programs
37.5 x 2 x 1,350 x 175
$75
Program Slow
25 F.T.E.
25 x 2 x 1,350 x .75
$50
Program Fails
Program closed for
lack of students
Temporary
$15,000
Limited by Space
30 new F.T.E.
All New Students
30 x 2 x 1,350 x .75
$60
½ other dept programs
15 F.T.E.
$30
10 New F.T.E.
All New STudents
10 F.T.E.
$20
½ other dept programs
5 F.T.E.
$10
Program Fails
0
0

[redacted]

TWO-YEAR REALIZATION
.75 Probability of
Being Right



	F.T.E. Income	Net Income
All New Students 75 x 2 x 1,350 x .75	$151,875	$51,875
½ new and ½ from other dept programs 37.5 x 2 x 1,350 x 175	$75,937	Loss ($24,063)
25 x 2 x 1,350 x .75	$50,625	Loss ($49,376)
Program closed for lack of students		Loss ($100,000)
All New Students 30 x 2 x 1,350 x .75	$60,750	$45,750
½ other dept programs 15 F.T.E.	$30,375	$15,375
All New STudents 10 F.T.E.	$20,250	$5,250
½ other dept programs 5 F.T.E.	$10,125	Loss ($4,875)
0 0		Loss ($15,000)

APPENDIX L-1

MANASSE PERFORMANCE PLAN

APPENDIX L-1

PROGRAM PERFORMANCE PLAN (Fred C. Manasse)

Introduction

A. Purpose

The Program Performance Plan is a concise, pragmatic measuring instrument of cost and quality of education programs.

It highlights not only the current situation but projects the desirable "standard" parameters. The difference between the initial and standard data represents the performance gap which should be bridged by an effective Educational Renewal Program.

B. Scope of Application

This format can be used for single courses, course sequences, programs or entire departments, depending on the volume of enrollment. It is advisable to use it for programs comprising a range from 20 to 150 Full-Time Equivalent students.

C. Chart of Accounts

The applicable Chart of Accounts and Codes used for the Productivity Section of the Program Performance Plan is the Chart of Operating Expenditure Accounts and Codes for Community Colleges developed and distributed by the Oregon Board of Education.

D. Procedure

1. Fill in identifying information in heading of Form P-2-7 Program (Title), department, courses, name of chairman or coordinator, name of dean, etc.

2. Mark in appropriate box whether data reflects preliminary or final version of plan.

Productivity

3. Enter appropriate cost information in Productivity section (lines 1-14) for Base or Reference Year.

Cost data should be in dollars. Whenever the allocation key is stated as "Actual," state as accurately as possible the actual expenditure incurred for the program under consideration.

If allocation key is "FTE," allocate expenditure in relation to total institutional FTE enrollment to program FTE enrollment. For instance:

Total FTE enrollment	2,000
Program FTE enrollment	60

Therefore, program FTE enrollment is 3% of total. Allocate 3% of total expenditure for account under consideration to program.

4. Enter line 15 Enrollment and compute and enter total operating cost per FTE on line 16. In order to ease the computation of data and the reference to the Chart of Accounts, the Program Performance Plan Worksheet, Form P-5-2 has been provided.

   Cost allocations should be based on budget documents for current or future years or for financial reports for past fiscal years.

   Cost data should be derived from all accounts included in approved operating expenditure, regardless of sources and funds.

   Enrollment data (FTE) should be based on fourth week's enrollment reports as submitted to the State Department of Education.

Quality

5. Compute and enter line 18 Attrition.

   a. Determine Percentage of Students who passed the course using initial enrollment as a base.

   b. Construct table, listing the point value for each program. Use Table I as an example (Exhibit 4). The underlying principle in assessing point values for quality factors on lines 18-21 is that a scale should be used on which 100 points represents the achievement of an attainable goal, reflecting standard performance.

6. Compute and enter achievement (line 19).

   This measure should indicate how effectively the students learned. Hopefully it should be based on standard achievement tests developed and administered by persons other than the team of instructors responsible for teaching. Achievement implies program achievement because it may be based on sampling only a portion of the students, at random, to obtain degree and quality of learning in relation to objectives.

   In the absence of objective tests or an appropriate organization, it would be possible, as an interim measure, to use the currently available grading system as a basis for the point value. In any case, the principle to be followed is again that 100 points should reflect the desirable or standard achievement.

7. Compute and enter Program Development Level, Humanization line 20. This measure consists of three components:

   a. Personal Attention to Individual Students. Use Table 3, component 1 to select point value.

b. Interest Level-Orchestration. See Table 3, Component 2 and use students as one input source for interest level rating; another source could be department heads and deans.

c. Humanistic, Moral Perspective and Relevance. Use Table 3, Component 3; rating to be done by dean, president, department head and/or faculty peers. In order to obtain point value of line 20, add the point values of the three individual components.

8. Compute Program Quality index, line 21.

Use average of point values on lines 18 through 20.

9. When the improvement Implementation Schedule, Form P-3-1 (see Procedure) has been completed and planning for the subsequent two year period has been spelled out, the columns for the corresponding periods for Productivity and quality data can be completed and entered. It is essential that anticipated salary and price increase should be reflected in projections for future years.

10. Standard (last column on right). For the third year a column has been provided to estimate the productivity and quality data for standard conditions. This means, basically, the performance which could be attained when improvements are implemented if staff constraints and conventions would not exist. The difference between the data in the base year and the standard represent the performance gap which has to be bridged.

11. The Program Performance Index, line 22, is designed to reflect total program performance including Productivity and quality index.

12. Develop Program Performance index as follows:

a. Compute productivity index by dividing total operating cost per FTE for standard performance by corresponding cost for year under consideration and multiply results by 100. For instance:

625 + 1,062 = .59 x 100 = 59

b. The program performance index is the average between the productivity index and the quality index. For instance:

59
+78
137 + 2 - 68.5 say 69.

Exhibit 2

PROGRAM PERFORMANCE PLAN

DEPARTMENT: Mathematics
CHAIRMAN OR COORDINATOR: F. Brown
DEAN: M. Green

PROGRAM: Applied Mathematics
COURSE TITLE: Mathematics Vocational
COURSE NUMBER: Math I, II, III

PREPARED B
REVIEWED B
APPROVED B
PRELIMINAR

CRITERIA	TYPE OF DATA	ACCOUNT	REFERENCE DATA			COST AND
			LINE	COMPUTATION	ALLOCATION OR UNIT	1971/72 BASE
PRODUCTIVITY	Direct Cost (Instruction)	Salaries and Benefits	1		Actual	101,500
		Equipment, Materials & Supplies	2		Actual	1,700
		Contract Services	3		Actual	
		Library, Learning Center	4		Actual	12,000
		Guidance & Counseling	5		Actual	12,000
			5a			
			5b			
		Other Direct Expenditures	6		F.T.E.	1,500
		TOTAL DIRECT COST (INSTRUCTION)	7	1 thru 6	Dollars	137,700
	Indirect Cost	Administration	8		F.T.E.	6,500
		Research - Renewal	9		Actual	
		Public Information	10		F.T.E.	2,100
		Plant Operation & Maintenance	11		Sq. Ft.	8,300
		Fixed Cost	12		F.T.E.	5,100
			12a			
		TOTAL INDIRECT COST	13	8 thru 12	Dollars	22,000
	Total and Unit Cost	**Total Operating Cost**	14	7 & 13	Dollars	159,700
		Controllable Operating Cost	14a	1 & 2 & 3	Dollars	103,200
		Enrollment	15		F.T.E.	150
		Controllable Operating Cost/FTE	15a	14a ÷ 15	Dollars	690
		TOTAL OPERATING COST PER FTE	16	14 ÷ 15	Dollars	1,062
		PROGRAM PRODUCTIVITY INDEX	17		Points	59
QUALITY	Quality Measures	Attrition	18		Points	75
		Achievement	19		Points	75
		Program Development	20		Points	40
		PROGRAM QUALITY INDEX	21	AVE 18-20	Points	62
TOTAL	Perform.	PROGRAM PERFORMANCE INDEX	22		Points	61

Form P 2 7

Exhibit 2

PROGRAM PERFORMANCE PLAN

ROGRAM: Applied Mathematics	PREPARED BY: S. Black — Date 1/2/
OURSE TITLE: Mathematics Vocational	REVIEWED BY: R. White — Date 1/11,
OURSE NUMBER: Math I, II, III	APPROVED BY: B. Red — Date 1/24,
	PRELIMINARY ☐ FINAL ☒

	REFERENCE DATA			COST AND PERFORMANCE DATA			
				FISCAL YEAR			
	LINE	COMPUTATION	ALLOCATION OR UNIT	1971/72 BASE	1972/73 PLAN	1973/74 PLAN	1973/74 STANDARD
	1		Actual	101,500	81,500	69,500	61,500
Supplies	2		Actual	1,700	1,800	3,000	3,400
	3		Actual				
er	4		Actual	12,000	12,000	8,000	6,000
	5		Actual	12,000	12,000	8,000	6,000
	5a						
	5b						
res	6		F.T.E.	1,500	1,600	1,800	1,700
UCTION)	7	1 thru 6	Dollars	137,700	108,900	90,300	78,600
	8		F.T.E.	6,500	7,100	7,800	7,800
	9		Actual		12,500	12,500	12,500
	10		F.T.E.	2,100	2,300	2.500	2.500
ntenance	11		Sq. Ft.	8,300	8,300	8,300	5,000
	12		F.T.E.	5,100	5,300	6,100	6,100
	12a						
	13	8 thru 12	Dollars	22,000	35,500	37,200	33,900
	14	7 & 13	Dollars	159,700	144,400	127,500	112,500
Cost	14a	1 & 2 & 3	Dollars	103,200	83,300	72,500	64,900
	15		F.T.E.	150	165	180	180
Cost/FTE	15a	14a ÷ 15	Dollars	690	503	403	360
R FTE	16	14 ÷ 15	Dollars	1,062	935	663	625
NDEX	17		Points	59	67	95	100
	18		Points	75	85	95	100
	19		Points	75	80	90	100
	20		Points	40	75	90	100
	21	AVE 18-20	Points	62	80	92	100
DEX	22		Points	61	74	93	100

PROGRAM PERFORMANCE PLAN - WORKSHEET	L-1-5
COURSE: Math I, II, III	DATE: 1/11/73
PREPARED BY: J. Black	REVIEWED BY: R. White

A. SALARIES AND BENEFITS (line 1) ACCOUNTS 1231, 1232, 1233, 1236

STAFF		YR: 1971/72			YR: 1972/73			YR: 1973/74			YR: 1973/74 (STD.)		
Name	Funct.	Total	Key	Alloc.	Total	Key	Alloc.	Total	Key	Alloc.	Total	Key	Alloc.
A. Jones	Instr	15,000	1.0	15,000	15,700	1.0	15,700	16,600	1.0	16,600	17,500	1.0	17,5
R. Smith	Instr	12,000	1.0	12,000	Transferred to Educational Renewal Department								
P. Black	Instr	12,000	1.0	12,000	Married and resigned								
R. Green	Instr	12,000	1.0	12,000	12,600	1.0	12,600	Resigned					
D. Hill	Instr	12,000	1.0	12,000	Retired								
M. Means	Instr	10,000	.8	8,000	10,600	.8	8,000	11,100	.8	8,900	11,700	.8	9,3
L. Clark	Instr	9,000	1.0	9,000	9,600	1.0	9,600	10,000	1.0	10,000	Transferred		
R. Dale	Instr	9,000	.5	4,500	9,600	.5	4,800	10,000	.5	5,000	10,600	.5	5,3
P. Mills	Instr	7,000	.5	3,500	7,400	.5	3,900	7,800	.5	3,900	Resigned		
D. April	Instr	,000	1.0	7,000	7,400	1.0	7, 00	Married					
F. June	Secr	6,500	1.0	6,500	6,900	1.0	6,900	7,200	1.0	7,200	7,600	1.0	7,6
R. Young	Asst				6,300	1.0	5,300	6,500	1.0	6,500	6,900	1.0	6,
B. Old	Asst				6,300	1.0	6,300	6,500	1.0	6,500	6,900	1.0	6,
G. Boot	Asst							6,500	.8	4,900	5,200	.8	4,2
S. Over	Asst										7,600	.5	3,
TOTAL ANNUAL SALARIES				101,500			81,500			69,500			61,5

B. ENROLLMENT (line 15) AND ENROLLMENT ALLOCATION

Quarter	Total	Course	Key	Total	Course	Key	Total	Course	Key	Total	Course	Key
Fall	1,820	40		2,000	45		2,200	50		2,200	50	
Winter	1,820	40		2,000	45		2,200	50		2,200	50	-
Spring	2,300	50		2,500	50		2,800	55		2,800	55	
Summer	1,060	20		1,200	25		1,200	30		1,200	30	
TOTAL YEAR	7,000	150	2.1%	7,700	165	2.1%	8,400	180	2.1%	8,400	180	2.1%

C. ATTRITION (line 18)

Quarters	Initl	Pass	Key	Initl	Pass	Key	Initl	Pass	Key	Initl	Pass	Key
Fall	40	20		45	30		50	40		50	40	
Winter	40	20		45	30		50	40		50	40	
Spring	50	30		50	35		55	40		55	40	
Summer	20	11		25	12		30	15		30	24	
TOTAL YEARS	150	81	55%	165	107	65%	180	135	75%	180	144	80%

D. SQUARE FOOT USAGE (line 11)

Scope	Classrooms, office	Classrooms, Office	Classroom, lab, office	Classroom, lab, office
Institution	500,000	500,000	600,000	600,000
Course	10,000	9,000	8,000	6,000
Key	2.0%	1.8%	1.3%	1.0%

REFERENCE FOR CHART OF ACCOUNTS

Line 2: 1235, 1238	Line 3: 1234	Line 4: 1250
Line 5: 1240	Line 6: 1200, 1210, 1237	

Form P-S-2

PERFORMANCE BASED EDUCATIONAL RENEWAL
COMPUTATION OF QUALITY INDEX

TABLE 1 - ATTRITION

Percentage of FTE Passed	ATTRITION		
	Appl. Math	P.E.	Mechanical Technology
40	60		
45	65		
50	70		
55	75		
60	80		
65	85		
70	90	50	50
75	95	62	62
80	100	75	75
85	105	87	87
90	110	100	100
95	115	112	112
100	120	125	125

TABLE 2 - ACHIEVEMENT

GRADE:	A	B	C	D	W
INDEX:	125	100	75	50	25

TABLE 3 - PROGRAM DEVELOPMENT LEVEL - HUMANIZATION

COMPONENT 1. PERSONAL ATTENTION TO INDIVIDUAL STUDENTS

FTE/Instructor or Tutor	Traditional Learning Model	Self-Study Model
	Points	Points
30+	5	15
25	7	21
20	10	30
15	12	36
10	15	45

COMPONENT 2. INTEREST LEVEL—ORCHESTRATION

Level	Points
Dull	0
Medium	15
Interesting and Dramatic	30
Exceptional Orchestration	45

COMPONENT 3. HUMANISTIC, MORAL PERSPECTIVE AND RELEVANCE

Lack of Humanistic perspective	0
Little Enrichment	15
Good Enrichment	30
Exceptional Humanistic Perspective	45

APPENDIX M-1

EXTERNAL EVALUATION

APPENDIX M-1

EVALUATION
of
THE RESEARCH PROJECT

M-1-1

Memorandum to: John Kreitz, Chairman, Business Department

From: Roger Houglum, Media Consultant

Re: IMPROVING INSTRUCTION IN INNOVATIVE AREAS THROUGH IMPROVED ADMINISTRATIVE PROCEDURES

Date of: Oct. 17, 1974

***

Over a period of several years it has been my responsibility at the College to review the materials, and to make suggestions as to changes and revisions, of a number of departmental proposals to add flexibility to their current functioning by the incorporation of such student-oriented approaches as flexible-entry, flexible-exit, and self-pacing instructional programs.

After four careful readings of this manuscript in various stages of its preparation, there is no question in my mind but that the Business Department's proposal is the most comprehensive and thorough master plan that has been developed to date on the Lane campus.

Many vital problems are discussed in detail for the first time: how to register students under such a flexible-entry program without sacrificing those vitally needed departmental and College FTEs; how to assign credits fairly to students who enroll late or who leave early; and of even greater importance, how to keep these special students continually interested and constantly motivated.

Not only are these and many other relevant questions thoroughly explored and discussed, practical and forthright answers to them have been carefully thought out and developed. I'm sure that when implemented, this master plan of the Business Department will produce a vigorous and effective instructional program---one with the vital element of flexibility for its students.

Singled out for special notice is the innovative and provocative section on Decision Making by Management. It consider it particularly well-reasoned and well-written. As a former busine[illegible]n, I concur heartily with the views expressed.

AUTHOR'S COMMENTS

As in any research, there is disagreement between the researcher and the evaluator as there is disagreement in management philosophy. My basic disagreement with Mr. Manasse is in the following areas:

a. Implementing strategy and tactics for Open Entry/Open Exit and Self-Paced Individualized Instruction (OE/OE and SPII) must be developed by each college. There is no one standardized strategy or tactic that could be used.

b. College standardization of OE/OE and SPII would require more administrative costs than savings.

c. Job security for staff is not a guarantee if they cannot adapt.

d. Automated systems are only useful if they save staff time.

e. Program evaluation for effectiveness cannot have costs assigned with any degree of accuracy once you have the fixed cost, variable cost, and overhead cost factors. Once past this point you enter into Baysian statistics and here you either strongly believe or disbelieve.

John W Kreitz

(Author's signature)

FRED C. MANASSE
Educational Management
2090 S.W. Summit Drive
Lake Oswego, Oregon 97034

IMPROVING INSTRUCTION IN INNOVATIVE AREAS THROUGH IMPROVED ADMINISTRATIVE PROCEDURES

Project Director: John W. Kreitz
Lane Community College
Eugene, Oregon

Project Evaluation by:
Fred C. Manasse
28 August 1974

I. INTRODUCTION

This project is designed to meet the need for administrative policies and procedures to encourage and facilitate innovative instructional practices and particularly the open entry/open exit approaches to individualized learning.

It is sponsored and funded by the Career Education Division of the Oregon Department of Education.

This evaluation was undertaken at a stage when the project was about 75% completed. Its major aim is to ensure that the project meets its stated objectives and to develop recommendations for improvements wherever this seems to be needed.

The author wishes to commend the State Department of Education and the project director, Mr. John W. Kreitz, for the timely initiative to tackle this important problem because without adequate administrative support many innovations would not succeed or would not realize their potential value.

II. PROJECT OBJECTIVES

1. Identify changes that will occur in the role of the administrator and instructor with Self-Paced Individualized Instruction.
2. Prepare administrative instructions on how to utilize learning packages.
3. Indicate changes required in facilities.
4. Registration options.
5. Scheduling methods.
6. Prepare solutions to identifiable motivational problems.
7. Advanced student placement.
8. Record keeping.
9. Guidelines for duplication of materials.
10. Program Evaluation.
11. Communication feedback for monitoring the need for changes.
12. Criteria for decision making.

The chapters of the project report are structured in accordance with the objectives. This evaluation will therefore follow the same structure and sequence.

III. THE ROLE OF THE ADMINISTRATOR

The administrator-and this we all know-can make or break an educational innovation; therefore, his role is critical and this chapter of the project report is one of the most important.

The reader expects a clear and crisp answer to the question: What is my role now and how will it change? The 15 pages of this chapter do not provide a clear answer. A number of major roles are not dealt with adequately.

1. The administrator as a policy maker.

    It is stated in the introduction that the question, "What is our educational philosophy and what should it be?" is of major importance. Well, one of the important roles of the administrator must be to develop this philosophy, to discuss it, and lay the groundwork for common understanding by all participating parties.

2. Selection of a strategy for innovation.

    There are many ways to introduce innovative practices. How to select the first program and the innovative faculty members. How to deal with resistance diplomatically. How to create a supportive atmosphere. How to translate this strategy into the organizational pattern, etc.

3. Setting up the administrative machinery for documentation and communication.

    A procedures manual is mentioned. What should be its structure? Its contents? How does it relate or conflict with the institutional manuals of operations?

4. How to select projects and ideas for innovation.

    What tools should the administrator have for the selection and decision making?

5. The planning and follow up of innovative projects.

6. How to develop and maintain motivation.

7. Budgetary control.

8. Staffing. How to best use existing staff.

These are just some of the important points that have to be dealt with. The answers should be much more factual and specific rather than opinionated and vague. A good plan might be to clearly describe how some administrators handle these points with examples of instruments and procedures.

IV. ADMINISTRATIVE INSTRUCTIONS ON HOW TO USE LEARNING PACKAGES

A number of key functions and activities should be added:

1. Clear guidelines for the structures, method of documentation, storage, coding and classification, glossary of terms, etc.

   It is important, for instance to clarify the concept of modular curriculum construction; otherwise, the nature and length of learning units could vary widely between departments and courses.

2. The numbering and cataloging of learning units.

   It is important to ensure interchangeability so that learning units developed in one department could be retrieved and used in other departments and institutions.

3. Guidelines for implementation.

   There are a number of well known pitfalls in the implementation of individualized instruction. Such as poor preparation and lack of control over student progress and attendance leading to the "disappearing student" syndrome.

4. Adequate orientation and preparation of guidelines for staff, students and aides.

   All these areas are of prime importance and it is clearly the administrator's responsibility to ensure that they are adequately dealt with.

It might be advisable to get sample guidelines from Portland Community College, Lane Community College, Clackamas Community College, etc. Another crucial point is to avoid duplication of effort in the use and development of learning materials. We have not even succeeded to avoid duplication within one institution. This is an important administrative responsibility.

V. FACILITIES

This chapter is very useful. It might be helpful to add some comments on the use of learning carrels. I found that in most cases, in individualized instruction, one could do without learning carrels. There are many types of carrels costing from $50 to $1,500 per student. It would be good to incorporate here your comments regarding the preference of uncomplicated media and equipment.

VI. REGISTRATION PROCEDURES

This is one of the most important chapters of this project from the administrator's point of view. Here one has to be very specific.

It would be useful to describe how some colleges in Oregon deal with this problem. Specifically Portland, Clackamas, Treasure Valley community colleges and others who have found a partial solution.

Central Nebraska Technical College has a beautiful and successful procedure. I would include a detailed description as well as their forms and reports. Portland's fractional credit concept also is an important innovation. Otherwise, your report includes a significant number of good ideas on this subject.

VII. SCHEDULING

This chapter is not quite clear: There are a number of clear alternatives.

1. Fixed Scheduling (for instance, Monday/Wednesday/Friday 3 to 4:00 p.m.).

    a. Fixed scheduling with single hour class sessions.
    b. Fixed scheduling with blocked time periods (for instance, Tuesday/Thursday 9 to 12:00 a.m.).

    An interesting variance of this schedule is in Nebraska where vocational-technical courses are taught in two shifts daily: First shift from 8 to 12:00 p.m.; second shift from 1 to 5:00 p.m.

    Students learn vocational subjects during one shift and supporting courses during parts of the second shift. Instructors have two shifts daily for four days per week but only 15 students per shift.

2. Open Scheduling

    The learning lab is open for a given period, say eight hours daily. The length of this period depends on the size of the enrollment and the number of instructors available. In some large institutions, labs may be open 12 hours daily for six days per week plus twice weekly or evenings. Two problems have to be dealt with in this chapter:

    a. The problem of peaking of attendance. For instance, most students attend from 10 to 12:00 a.m. and at other times the lab is under-utilized. You deal with this question by assigning priorities to certain students. This is a partial solution. Mount Hood Community College in their typing classes has open labs but assigns students to predetermined and mutually agreed time schedules.

    b. The problem of student freedom in relation to the schedule. One approach is the differential honor system. Initially all students are scheduled at predetermined times. As soon as it becomes apparent that some students are more responsible and mature than the average, those students are given more freedom and informed that they could attend whenever they wish or even not attend at all or learn at home or elsewhere.

VIII. MOTIVATIONAL

This chapter deals mainly with the motivational problems of the student. This is important. From the point of view of the administrator, however, the motivation of the instructors is at least of equal importance. Here are some points to consider:

1. Teachers in Oregon, and for that matter perhaps everywhere else, are people with ideas. They like to perform well and to implement their ideas. Therefore, it is important to give ample opportunities to teachers to make suggestions and to strengthen the feeling that they implement basically their own ideas.
2. Use the "Amoeba Strategy." That means, begin to implement individualized instruction with faculty members who wish to do so. Successful innovation becomes contagious and more and more teachers will wish to replicate the better methods.
3. Ensure job security as far as feasible to all participants in innovation. If a staffing pattern calls for an adjustment in the number of teachers, do this by attrition.
4. Try to develop an incentive system for successful innovation. One such system consists of returning one third of the savings, if any, to the department as a reward; one third to the institution to pay for additional innovation, and one third to the public as tax relief.
5. Keep lines of communications open. Encourage the faculty to have weekly meetings to discuss problems before they become overwhelming.

IX. STUDENT PLACEMENT

This is a more adequate treatment. It might be advisable to insert into this chapter your comments on contracting with students regarding their rate of progress in a given time period.

X. RECORD KEEPING

This chapter should contain one manual and one automated version of student progress control. I would recommend to use the Nebraska Technical College version of an automated system and show the various reports and printouts. I believe also NCHEMS at WICHE has a program for an automated student control system. They normally supply the software to member institutions at a nominal fee.

XI. DUPLICATION

I would suggest two additional points to be covered:

1. A chart showing the cost and quality of various duplication methods. These kinds of charts are commercially available from most manufacturers of duplicating equipment.

2. Replenishing procedures for instructional materials. It is quite annoying when instructors run out of packages, passouts, or tests at a critical time. It is therefore essential to determine reorder points and quantities for materials taking into account consumption rates and replenishing leadtimes.

XII. PROGRAM EVALUATION

This is one of the most important tasks of the administrator in relation to individualized instruction. I specialized in that field and would recommend the procedure, or an adaptation thereof, of the Performance Planning Instrument to be found in the Educational Renewal Manual published by the Oregon Department of Education. Evaluation should be carried out before the beginning of implementation of a new program to ensure cost-effectiveness and at least annually thereafter.

XIII. CRITERIA FOR DECISION MAKING

In this chapter there is more treatment of the general problem of decision making than the skills required to deal with the types of decision peculiar to individualized instruction. Such as:

1. Determination of design criteria for an innovative instructional system. That means primarily:

   Selection of various alternative learning materials and media. Normally a teacher will propose a system he has seen and which he likes. He has rarely shopped around and analyzed alternatives.

2. Determination of the appropriate staffing pattern.

   This largely determines the cost-effectiveness of the system. I do not agree that an individualized learning system should cost 135% of a traditional system. It should cost the same or less, that is, if it is well designed.

3. Determination on the extent of change of facilities and the level of technology and hardware.

4. Determination of the most appropriate scheduling pattern.

Once the system is in operation, normally instructors who favor the traditional methods of instruction may feel threatened and find fault with many aspects of the new methods. Sometimes they may be right, often they are wrong; but the administrator has frequently to make decisions when to change his strategy or to further improve some aspects of the learning system.

XIV. CONCLUSION

A few more general comments. I am not very happy with the format of the report. It is not too well structured and somewhat wordy. I would suggest two alternatives:

1. The format of learning packages where each chapter would be a learning unit.

   This would render it extremely useful for application.

2. The format of a Policy and Procedures Manual.

   In this case each chapter would clearly identify its purpose as well as a step-by-step description of the activities leading to the required goal.

Furthermore, I believe it is not taken sufficiently into account that there are a number of administrative levels. Should you consider the roles of a department chairman or also the dean's and president's level?

The purpose of this evaluation is not an exercise in scientific and esoteric glibberish, but an attempt to make this report an even better contribution to some critical educational problems.

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